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BY- LEHN, WALTER ABBOUD, PETER
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THIS COLLEGE-LEVEL TEXT CONSISTS OF A SET OF DRILLS AND NOTES ON THE BASIC OR COMMONLY USED PHRASE AND SENTENCE PATTERNS OF CAIRO ARABIC. A REFERENCE GRAMMAR, WITH PHONOLOGY, MORPHOLOGY, AND SYNTAX IS PROVIDED IN 30 LESSONS. EACH LESSON IS DESIGNED TO BE USED WITH TAPE RECORDINGS. THE TRANSCRIPTION OF THE TEXT REFLECTS THE "PRESTIGE USAGE" OF THE CAIRO DIALECT. ENTRIES IN THE TEXT GLOSSARY ARE LIMITED TO THE VOCABULARY USED IN THE LESSONS AND TO COMPARISONS OF ADJECTIVES, MODALS, VERB AND NOUN PHASES, AND SUBORDINATORS. (GC)

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BEGINNING CAIRO ARABIC

WALTER LEHN and PETER ABBOUD

The University of Texas

Preliminary Edition

Middle East Center · The University of Texas · Austin

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PREFACE

The lessons in this book are the product of the classroom and the non-availability of a text designed for basic instruction in Cairo Arabic for university and college students. Efforts to adapt available teaching materials for this purpose proved frustratingly unsuccessful, and gradually a new set of drills and notes on the basic or commonly-used phrase and sentence patterns took shape. These were used in the classroom for two successive years and then completely rewritten. The result is this preliminary edition.

Arabic is today spoken by some 100,000,000 people, spread over a large area, from Morocco in the west to the Uzbek S.S.R. in the east. The majority are concentrated in a smaller area, roughly bounded by the Sahara desert, the Atlantic, the Mediterranean, and the Persian Gulf. The many regional dialects within this area show differences in sounds, vocabulary, and sentence patterns; nevertheless a high degree of mutual intelligibility exists among most dialects. In addition to the regional variation, there is also variation relatable to the socio-economic status of the speakers. The resulting picture of regional dialects and overlaid social dialects is of course not unique with Arabic; it can be observed in any language spoken over a large area for a long time. The language situation in the Arab world is, however, further complicated by the fact that Modern Standard Arabic, the language of most literature and formal discourse, is a superimposed standard regarded as the ideal by all speakers of Arabic.

This being so, the question may fairly be asked: why not study just Modern Standard Arabic? If one's objectives are limited to reading publications in Arabic, then by all means one should study only Modern Standard Arabic. If, however, one's objectives include living and studying or doing research in the Arab world, then competence in Modern Standard Arabic is not enough. It is not used, even by highly educated speakers, in everyday situations; in these all Arabs use their native dialect. In fact, as scholars of language use the term, Modern Standard Arabic is no one's native language. It is learned by the speaker of Arabic in school, and educated Arabs, especially when discussing almost any subject in an academic or formal context, borrow freely from Modern Standard Arabic. The result is what has been called a "mixed" or "in-between" language, of which many examples can be found in the lessons in the second half of this book.

The language used in this book is identified as Cairo Arabic; it represents the prestige usage of the majority of Cairenes in all relatively informal situations. This is of course not to say that other varieties of Arabic cannot be observed in Cairo. In a metropolis of some 4,000,000, variation in speech is to be expected, and it can most certainly be observed in Cairo.

Cairo Arabic seems the most useful dialect for the beginning student of Arabic. It has more speakers and more prestige than any other dialect of

Arabic, reflecting the fact that Cairo is the political, religious and cultural center of the Arab world. In this connection, it is worth noting that most of the movies shown throughout the Arabic speaking countries are produced in Cairo using the local dialect. Thus Cairo Arabic will be understood, not only by all Egyptians, but by most speakers of Arabic, however much or little their daily speech may deviate from it. With reasonable competence in Cairo Arabic, the student will find it much easier to acquire Modern Standard Arabic; it hence serves also as a good introduction to the latter.

In the preparation of this book, we have been helped in various ways by many others, not least of these our students who used the first draft. Mrs. Victorine Abboud assisted with the checking of the drills and provided the woman's voice for the accompanying recordings. Mr. Ahmed K. Abdel-Hamid answered innumerable questions beginning "How do you say ...?" and compiled the glossary. Professor Ernest F. Haden (University of Texas) made many helpful suggestions, especially about the content and production of the recordings.

Professors W. Freeman Twaddell (Brown University) and Charles A. Ferguson (Center for Applied Linguistics) took time from a busy schedule to spend several days with us going over the first draft and suggested many improvements.

Since the final responsibility for the book is ours, no blame must attach to any of the aforementioned for its shortcomings.

Of the many works consulted during the preparation of this book, the following were helpful and frequently used. Richard S. Harrell, Laila Y. Tewfik, and George D. Selim, Lessons in Colloquial Egyptian Arabic, revised edition (Washington; Georgetown University Press, 1963); T.F. Mitchell, An Introduction to Egyptian Colloquial Arabic (London: Oxford University Press, 1956), and Colloquial Arabic, The Living Language of Egypt (London: English Universities Press, 1962); two unpublished University of Texas dissertations: Hilmi M. Aboul-Fetouh, A Morphological Study of Egyptian Colloquial Arabic (1961), and Saad M. Gamal-Eldin, A Syntactic Study of Colloquial Egyptian Arabic (1961); W.H.T. Gairdner, Egyptian Colloquial Arabic, second edition (London: Oxford University Press, 1926) from which several stories were adopted; details and statistics about the educational system and the High Dam were taken from Amir Boktor, The Development and Expansion of Education in the United Arab Republic (Cairo: American University in Cairo Press, 1963) and the United Arab Republic Year Book 1963 (Cairo: Information Department, n.d.).

We are indebted to Mrs. Priscilla Sandoz for an excellent job of typing a difficult manuscript in draft and onto masters for reproduction.

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W.L.
P.A.

Austin
February 1965

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INTRODUCTORY LESSON

Conversation

1.	saʕíida.	Hello.
2.	saʕíida, áhlan wi sáhlan.	Hello, good to see you.
3.	áhlan wi sáhlan biik.	Good to see you (m) too.
	áhlan wi sáhlan bíiki.	Good to see you (f) too.
	áhlan wi sáhlan bíikum.	Good to see you (p) too.
4.	izzáyyak.	How are you (m)?
	izzáyyik.	How are you (f)?
	izzayyúkum.	How are you (p)?
5.	izzáay ȟadrítak.	How are you, sir?
	izzáay ȟadrítik.	How are you, ma'am?
6.	kwáyyis, ilȟámdu lilláah.	Fine (m), thanks.
	kwayyísa, ilȟámdu lilláah.	Fine (f), thanks.
	kwayyisíin, ilȟámdu lilláah.	Fine (p), thanks.
7.	wi-zzáyyak-ínta.	And how are you (m)?
	wi-zzáyyik-ínti.	And how are you (f)?
	wi-zzayyúkum-íntu.	And how are you (p)?
8.	wi-zzáay ȟadrítak.	And how are you, sir?
	wi-zzáay ȟadrítik.	And how are you, ma'am?
9.	ilȟámdu lilláah.	(Reply to above.)
10.	saʕíida.	Good-bye (by person leaving).
11.	máʕa-ssaláama.	Good-bye (to person leaving).
12.	alláh yisallímak.	(Reply to above.) (m)
	alláh yisallímik.	(Reply to above.) (f)
	alláh yisallímkum.	(Reply to above.) (p)

Note on greetings. In Arabic speaking countries, greetings form a much larger and more important part of everyday interpersonal contacts than they do in English. The sequence of greetings given above should hence be regarded as the minimum demanded by common courtesy in most situations.

Note that different forms are sometimes used by the speaker, whether a man (m), or a woman (f), or more than one person (p); see number 6, 'Fine, thanks.' Similarly, different forms are used in addressing a man (m), or a woman (f), or more than one person (p); see 3, 4, 5, 7, 8, and 12.

Questions like /izzáyyak/ (4 and 7) are informal and are used only in addressing persons with whom you are on a first-name basis. In other situations, the more formal /izzáay ȟadrítak/ (5 and 8) should be used.

Note on pronunciation. The sound represented by /ȟ/ and /ʕ/ (pharyngeal spirants) and by letters with a broken underscore (emphatics) do not occur in English. Listen carefully to them and learn them by imitating your instructor. All of these sounds are very common in Arabic and they must be learned. No substitutions are acceptable.

Vowels and consonants in Arabic are either long (written with two letters) or short (written with one letter). The /l/ in /yisallímak/ is approximately twice as long as that in /saláama/. This feature of Arabic will have to be imitated very carefully, since the difference between words may be indicated solely by it: /sáma/ 'sky', and /sámma/ 'he named'.

Pronunciation practice

ˀ/ʕ contrasts	
ˀaam	ʕaam
ˀála	ʕála
ˀadd	ʕadd
ˀálam	ʕálam
ˀiid	ʕiid

h/ȟ contrasts	
haan	ȟaan
habb	ȟabb
hadd	ȟadd
háwa	ȟáwa
húmma	ȟúmma

ȟ/ʕ contrasts	
ȟaal	ʕaal
ȟall	ʕall
ȟadd	ʕadd
ȟann	ʕann
ȟilm	ʕilm

C/CC contrasts	
bána	bánna
sáma	sámma
dáras	dárris
ʕáza	ʕázza
ʕála	ʕálla

Conversation

MEETING THE TEACHER

1. sabáaȟ-ilxéer.	Good morning.
2. sabáaȟ-ilxéer.	Good morning.
3. ȟadrítak-ilmudárris?	Sir, are you the teacher?
4. áywa. wi miin ȟadrítak.	Yes, and who are you (m)?
áywa. wi miin ȟadrítik.	Yes, and who are you (f)?
5. ˀísmi John Smith.	My name is John Smith.
ˀísmi Mary Smith.	My name is Mary Smith.
6. áhlan wi sáhlan.	Glad to meet you.
7. áhlan wi sáhlan biik.	Glad to meet you too.
8. ȟadrítak bitíʕraf ʕárabi?	Do you (m) know any Arabic?
ȟadrítik bitiʕráfi ʕárabi?	Do you (f) know any Arabic?
9. šwáyya, miš kitíir.	A little, not much.

Classroom expressions.

1. fáahim?	Do you (m) understand?
fáhma?	Do you (f) understand?
fahmíin?	Do you (p) understand?
2. áywa, fáahim.	Yes, I (m) do.
áywa, fáhma.	Yes, I (f) do.
áywa, fahmíin.	Yes, we do.
3. laˀ miš fáahim.	No, I (m) do not understand.
4. féen-ilkitáab.	Where is the book?
5. ahóo-lkitáab.	Here is the book.
6. féen-ittilmíiz.	Where is the student?
7. ahóo-ttilmíiz.	Here is the student.
8. ˀúul-issuˀáal da táani min fádlak.	Say (m) this question again please.
ˀúuli-ssuˀáal da táani min fádlik.	Say (f) this question again please.

Pronunciation practice

ˀ/ˁ contrasts		h/ȟ contrasts		ȟ/ˁ contrasts	
suˀáal	suˁáal	šáahid	šáaȟit	šábaȟ	šábaˁ
sábaˀ	sábaˁ	šábah	šábaȟ	ˀáȟla	ˀáˁla
wáraˀ	wáraˁ	nábah	nábaȟ	naȟl	naˁl
sáˀa	sáˁa	yihídd	yiȟídd	yiȟídd	yiˁídd
diiˀ	diiˁ	nahl	naȟl	yiȟíid	yiˁíid

k/x contrasts		g/γ contrasts		x/γ contrasts	
kaaf	xaaf	gaab	γaab	xáali	γáali
kaan	xaan	gáali	γáali	xánna	γánna
keel	xeel	gaar	γaar	xála	γála
kal	xall	gánna	γánna	xarr	γarr
káfa	xáfa	garr	γarr	xéeba	γéeba

Grammar

A. Equational sentences: affirmative.

Subj.	Pred.	
ittamríin	gidíid.	The exercise is new.
ittamríin	tawíil.	The exercise is long.
ilkúrsi-gdíid.		The chair is new.
ilkúrsi	ˀadíim.	The chair is old.
iddárs^{i}-gdíid.		The lesson is new.
iddárs^{i}	tawíil.	The lesson is long.

N1.1 The equational sentence is one of the major sentence types in Arabic. It usually has no verb and consists of a subject and a predicate. The subject is always definite.

N1.2 The article is a prefix: /kúrsi/ 'chair', /ilkúrsi/ 'the chair'; /dars/ 'lesson', /iddárs/ ' the lesson'.

N1.3 Assimilation of the /l/ of the article to the following consonant is obligatory before /t d s z š ž n r/. Before /k g/ the assimilation is optional; 'the chair' is either /ilkúrsi/ or /ikkúrsi/. Before all other consonants the /l/ remains unassimilated.

N1.4 If the first vowel of a word is unstressed /i/, and this word follows one ending in a vowel, the /i/ is elided. Hence, the sequence of /ilkúrsi/ and /gidíid/ occurs as /ilkúrsi-gdíid/, pronounced as if the words were /ilkúrsig/ and /díid/. The hyphen is used to show this type of linkage.

N1.5 If a word ending in two consonants (CC) occurs before one beginning with a consonant (C), the vowel /i/ is added to the former. This is to avoid a sequence of CCC, which almost never occurs. The added vowel is written above the line; the sequence of /iddárs/ and /tawíil/ occurs as /iddárs^{i} tawíil/. Note that the unstressed /i/ of /gidíid/ elides after the added vowel as after other final vowels.

DRILLS

LIST 1.1

Nouns		Adjectives	
mudárris	teacher	kibíir	old (of persons)
wálad	boy	suɣáyyar	young
tilmíiz	student	tawíil	tall
ráagil	man	?usáyyar	short
mudíir	director	nabíih	intelligent
náazir	principal	latíif	pleasant

1.1 T: féen-ilmudárris. 'Where is the teacher?'
S: ahóo-lmudárris. 'Here is the teacher.'
Continue with the nouns in List 1.1.

1.2 ilwálad nabíih. 'The boy is intelligent.'
a. Substitute in the predicate position.
b. Substitute in the subject position.
c. Substitute in either position.

LIST 1.2

	Nouns		Adjectives	
(i)	kitáab	book	sahl	easy
	suˀáal	question	saʕb	difficult
	ˀimtiȟáan	examination	tawíil	long
	tamríin	exercise, drill	ˀusáyyar	short
	wáagib	assignment	muhímm	important
(ii)	dars	lesson		
	šuγl	work		
	ˀism	name		
	satr	line		
	fasl	chapter, class		

1.3 ilkitáab sahl. 'The book is easy.'

a. Substitute in the predicate position.

b. Substitute in the subject position, using nouns (i).

c. Substitute in either position.

1.4 iddárs^{i} sahl. 'The lesson is easy.'

a. Substitute in the predicate position.

b. Substitute in the subject position, using nouns (ii).

c. Substitute in either position, using nouns (i-ii).

1.5 ilkitáab gidíid. 'The book is new.'

iddárs^{i}-gdíid. 'The lesson is new.'

a. Substitute in the subject position, using nouns (ii).

b. Substitute in the subject position, using nouns (i-ii).

B. Equational sentences: negative.

Subj. Pred.

ittamríin miš gidíid.	The exercise is not new.
ittamríin miš tawíil.	The exercise is not long.
ilkúrsi miš gidíid.	The chair is not new.
iddárs^{i} mis sahl.	The lesson is not easy.
iddárs^{i} mis saʕb.	The lesson is not difficult.

N1.6 The negative of an equational sentence is formed by adding /miš/ before the adjective in predicate position.

N1.7 Note that /š/ assimilates to /s/ before /s/; hence /mis sahl/ not /miš sahl/. (Similarly /š z/ becomes /z z/.)

DRILLS

1.6 Repeat drills 1.2-5 in the negative.

LESSON 2 iddárs-ittáani

Conversation MEETING A STUDENT

1. ȟadrítak másri?	Sir, are you Egyptian?
ȟadrítik masríyya?	Ma'am, are you Egyptian?
2. áywa, ána másri.	Yes, I am Egyptian (m).
áywa, ána masríyya.	Yes, I am Egyptian (f).
3. ána min-iskindiríyya.	I am from Alexandria.
4. ána ʔamrikáani.	I am American (m).
ána ʔamrikaníyya.	I am American (f).
5. ána min Texas.	I am from Texas.
6. ána ʔamrikáani, miš másri.	I am American, not Egyptian (m).
ána ʔamrikaníyya, miš masríyya.	I am American, not Egyptian (f).
7. ána tilmíiz.	I am a student (m).
ána tilmíiza.	I am a student (f).
8. batʕállim ʕárabi.	I am learning Arabic.
batʕállim ʔalmáani.	I am learning German.
9. ímta-lmuȟádra.	When is the lecture?
10. ilmuȟádra-ssáaʕa ʕášara.	The lecture is at 10 o'clock.
11. ilȟíssa fi-lʔóoda nímra ʕášara.	The class is in Room 10.

Classroom expressions.

1. ʔúul-ilgúmla di táani min fádlak.	Say (m) this sentence again please.
ʔúuli-lgúmla di táani min fádlik.	Say (f) this sentence again please.
ʔúulu-lgúmla di táani min fadlúkum.	Say (p) this sentence again please.
2. yáʕni ʔée-lkílma di bi-lʔingilíizi.	What is this word in English?
3. miš ʕáarif.	I (m) don't know.
miš ʕárfa.	I (f) don't know.
miš ʕarfíin.	We don't know.
4. féen-ittilmíiza.	Where is the student(f)?
5. ahée-ttilmíiza.	Here is the student(f).

Pronunciation practice

k/x contrasts		g/ɣ contrasts		x/ɣ contrasts	
fakk	faxx	taag	saaɣ	šaax	saaɣ
šeek	šeex	damag	damaɣ	yixíib	yiɣíib
síkin	síxin	ʔágmal	ʔaɣmaʔ	ʔaxíir	ʔaɣíir
yikúun	yixúun	yigíib	yiɣíib	yixálli	yiɣálli
yáakul	yáaxud	yígri	yíɣri	yixátti	yiɣátti

ȟ/x contrasts		C/CC contrasts		V/VV contrasts	
ȟaal	xaal	fáta	fátta	min	miin
ȟall	xall	máda	mádda	futt	fuut
ȟatt	xatt	síilim	síllim	batt	baat
ȟarr	xarr	sáwa	sáwwa	dáwa	dáawa
ȟeet	xeet	náʔal	náʔʔal	ʕálam	ʕáalam

Grammar

A. Masculine and feminine nouns and adjectives.

ilkitáab sahl.	The book is easy.
iddárs^{i}-gdíid.	The lesson is new.
ilkílma sáhla.	The word is easy.
ilgúmla-gdíida.	The sentence is new.
ilgúmla miš gidíida.	The sentence is not new.

N2.1 /kitáab/ and /dars/ are masculine (m) nouns; /kílma/ and /gúmla/ are feminine (f) nouns. In spite of the fact that both of these f. nouns, and most f. nouns, end in /a/ (and most m. nouns do not end in /a/), you cannot always tell the gender of a noun from its ending. The gender of Arabic nouns must be learned for each noun.

N2.2 Adjectives have two forms and agree in gender with singular nouns. The base form is m. /sahl/; the suffix /-a/ marks f. inflection. Adjectives ending in /i/ add /yy/ before /-a/: /másri/ (m), /masríyya/ (f).

N2.3 If a word ends in /iC/, like /wíȟiš/ 'bad, ugly', or /šáatir/ 'clever', or /kwáyyis/ 'good', the (unstressed) /i/ before the final C is elided when a suffix is added: /wíȟiš/ (m), /wíȟša/ (f). At the same time, since VV never occurs before CC in the same word, the /aa/ in

/šáatir/ (m) is shortened: /šátra/ (f). However, the /i/ is not elided if a sequence of CCC would result. Thus /kwáyyis/ (m) simply adds /-a/: /kwayyísa/ (f).

DRILLS

LIST 2.1

Nouns		Adjectives		
mudarrísa	teacher (f)	nabíih	nabíiha	intelligent
názra	principal (f)	šáatir	šátra	clever
tilmíiza	student (f)	kibíir	kibíira	old
mudíira	director (f)	tawíil	tawíila	tall
sitt	woman	kwáyyis	kwayyísa	good
bint	girl	latíif	latíifa	pleasant

2.1 T: féen-ilmudarrísa. 'Where is the teacher?'

S: ahée-lmudarrísa. 'Here is the teacher.'

Continue with the nouns in List 2.1.

2.2 ilbínt^{i} nabíiha. 'The girl is intelligent.'

a. Substitute in the predicate position.

b. Substitute in the subject position.

c. Substitute in either position.

LIST 2.2

Adjectives		
másri	masríyya	Egyptian
ˀamrikáani	ˀamrikaníyya	American
ˀingilíizi	ˀingiliziyya	English
ˀalmáani	ˀalmaníyya	German
faransáawi	faransawíyya	French
ˀasbáani	ˀasbaníyya	Spanish
ˁárabi	ˁarabíyya	Arab

2.3 ilbínt^{i} masríyya. 'The girl is Egyptian.'

a. Substitute in the predicate position.

b. Substitute in the subject position.

c. Substitute in either position.

LIST 2.3

Nouns		Adjectives		
kílma	word	sahl	sáhla	easy
gúmla	sentence	saʕb	sáʕba	difficult
nímra	number, grade	gidíid	gidíida	new
ħíssa	class	ʔadíim	ʔadíima	old (of things)
masʔála	problem	muhímm	muhímma	important
muħádra	lecture	tawíil	tawíila	long

2.4 ilkílma-gdíida. 'The word is new.'

a. Substitute in the predicate position.

b. Substitute in the subject position.

c. Substitute in either position.

2.5 Repeat drills 2.2-4 in the negative.

B. Equational sentences: questions and answers.

Statement:	ilwáagib sahl.	The assignment is easy.
Question:	ilwáagib sahl?	Is the assignment easy?
Answers:	áywa-lwáagib sahl.	Yes, the assignment is easy.
	laʔ, ilwáagib mis sahl.	No, the assignment is not easy.
	áywa, sahl.	Yes, it is.
	laʔ, mis sahl.	No, it isn't.

N2.4 Statements and corresponding questions of equational sentences differ only in intonation. /?/ represents a pitch pattern similar to that of English yes-or-no questions.

DRILLS

2.6 T: ilwálad nabíih? 'Is the boy intelligent?'

S: áywa-lwálad nabíih. 'Yes, the boy is intelligent.'

laʔ, ilwálad miš nabíih. 'No, the boy is not intelligent.'

Continue with the following sentences:

irráagil latíif.

ilʔimtiħáan saʕb.

issátr^{i} sahl.

ilbínt^{i} šátra.

ittilmíiza nabíiha.

ilħíssa muhímma.

issítt^{i} ʔalmaníyya.

ilmudárris másri.

2.7 T: irráagil latíif. 'The man is pleasant.'

S_1: irráagil latíif? 'Is the man pleasant?'

S_2: áywa, latíif. 'Yes, he is.'

S_3: laʔ, miš latíif. 'No, he isn't.'

Continue with the sentences in drill 2.6.

C. Numerals: 1-10.

wáaȟid	1	sítta	6
itnéen	2	sábʕa	7
taláata	3	tamánya	8
ʔarbáʕa	4	tísʕa	9
xámsa	5	ʕášara	10

DRILLS

2.8 T: taláata záaʔid ʔitnéen yisáawi kaam, '3 + 2 ='

S: xámsa. '5'

Continue with the following.

5 + 4
6 + 2
3 + 5

2 + 4
5 + 5
9 + 1

7 + 3
1 + 4
6 + 3

SUPPLEMENTARY DRILLS

2.9 ilmuȟádra-ssáaʕa ʕášara. 'The lecture is at 10 o'clock.'

Substitute: 5 o'clock
8 o'clock
3 o'clock
9 o'clock
2 o'clock
4 o'clock

2.10 ilȟíssa fi-lʔóoda nímra taláata. 'The class is in Room 3.'

Substitute: Room 9
Room 6
Room 8
Room 10
Room 5
Room 7

2.11 ána miš másri. ána ʔamrikáani. 'I'm not Egyptian. I'm American.'

ána miš masríyya. ána ʔamrikaníyya.

Substitute for /másri/: English, Arab, German, Spanish, French.

LESSON 3 iddárs-ittáalit

Conversation THE ARABIC CLASS

1. izzáay káanit ħíssit-ilʕárabi.	How was the Arabic class?
2. ilħíssa káanit mufíida gíddan.	The class was very interesting.
3. ilmudárris kállim-ittalámza bi-lʕárabi.	The teacher spoke to the students in Arabic
4. wi fássar-iddárs^{i} bi-lʔingilíizi.	and explained the lesson in English.
5. wi kúll^{i} tilmíiz sámmaʕ bi-lʕárabi.	Every student recited in Arabic
6. wi tárgim-ilgúmla ʔaw-ilkílma bi-lʔingilíizi.	and translated the sentence or the word into English.
7. miin dárris-ilħíssa di.	Who taught this class?
8. ilʔustáaz ʔáħmad mudárris-ilʕárabi.	Prof. Ahmad is the teacher of Arabic.
9. láaʔi-lʕárabi saʕb?	Do you (m) find Arabic difficult?
láʔya-lʕárabi saʕb?	Do you (f) find Arabic difficult?
10. laʔ, ilʕárabi miš saʕb.	No, Arabic is not difficult.
11. láakin ʕáawiz šúɣl^{i}-ktíir.	But it needs a lot of work.

Classroom expressions.

1. ʔúlha márra tánya min fádlak.	Say (m) it again please.
ʔulíiha márra tánya min fádlik.	Say (f) it again please.
ʔulúuha márra tánya min fadlúkum.	Say (p) it again please.
2. laʔ, ɣálat. miš kída.	No, that's wrong. Not that way.
3. láazim tiʔúlha kída.	You (m) must say it this way.
láazim tiʔulíiha kída.	You (f) must say it this way.
4. ʔulúuha máʕa baʕd.	Say (p) it together.
5. áywa, saħħ.	Right.
6. tamáam.	Perfect.

Pronunciation practice

Nonemphatic/emphatic contrasts

tiin	tiin	bárdu	bárdu	hazz	ħazz
taab	taab	fáadi	fáadi	mahzúuz	maħzúuz
baat	baat	seef	seef	rabb	rabb
fáatir	fáatir	bass	bass	ʕamm	ʕamr
damm	damm	ʔásad	ʔásad	ħámma	ħámma
darb	darb	zann	zann	ʔaxx	ʔaxx

Grammar

A. The demonstrative.

ilkitáab da sahl.	The book is easy.
iddárs^{i} da-gdíid.	This lesson is new.
iddárs^{i} da mis saʕb.	This lesson is not difficult.
ilkílma di sáhla.	This word is easy.
ilgúmla di-gdíida.	This sentence is new.
ilgúmla di mis sáʕba.	This sentence is not difficult.

N3.1 Like adjectives (N2.2), the demonstrative has two forms, /da/ (m) and /di/ (f), and agrees in gender with singular nouns. The demonstrative in these sentences could be translated 'that' as well as 'this'.

N3.2 The subject of these sentences is a definite attributive phrase, a construction of article + noun + demonstrative.

DRILLS

3.1 ilwálad da nabíih. 'This boy is intelligent.'

a. Substitute, using the nouns and adjectives in List 1.1.

b. Repeat, using the nouns and adjectives in List 1.2.

3.2 ilbínt^{i} di šátra. 'This girl is clever.'

a. Substitute, using the nouns and adjectives in Lists 2.1 and 2.2.

b. Repeat, using the nouns and adjectives in List 2.3.

3.3 ilmudarrísa nabiiha. 'The teacher is intelligent.' Substitute:

irraagil
kibiir
issitt
ilwalad
ʔusayyar

ittilmiiza
ilmudarris
tawiil
ilmudiira
ilbint

ilwálad
ʔusáyyar
šaatir
innazra
ilmudíir

3.4 ilmudarrísa di nabiiha. 'This teacher is intelligent.'
Continue with the items in drill 3.3.

3.5 iddárs^{i} sahl 'The lesson is easy.' Substitute:

saʕb
ilkilma
ilmuħadra
ilʔimtiħaan
muhimm

issatr
ilmasʔala
ittamriin
tawiil
ilħissa

ilgúmla
issuʔaal
gidíid
ilkílma
ilwáagib

3.6 iddars^{i} da sahl. 'This lesson is easy.'
Continue with the items in drill 3.5.

3.7 ittilmíiz da másri. 'This student is Egyptian.' Substitute:

ilmudarrisa
irráagil
ʔamrikáani
innázra
ilwalad

almaani
issitt
ilmudárris
faransáawi
ittilmiiza

ilmudíir
ʔingilíizi
ilbínt
ʕárabi
ittilmíiz

B. Verbal sentences.

kállim	he spoke	yikállim	he speaks
kallímit	she spoke	tikállim	she speaks
kallímu	they spoke	yikallímu	they speak.

kállim ʔáħmad.	He spoke to Ahmad.
kallímit mudárris.	She spoke to a teacher.
kallímu-lmudárris.	They spoke to the teacher.
láazim yikállim-ilmudárris.	He must speak to the teacher.
láazim tikállim-innázra.	She must speak to the principal.

tárgim gúmla.	He translated a sentence.
targímit-ilgúmla.	She translated the sentence.
targímu-lgúmla di.	They translated this sentence.
láazim yitargímu-lgúmla.	They must translate the sentence.
ʔáħmad kállim-ilmudárris.	Ahmad spoke to the teacher.
ittilmíiza targímit-ilgúmla.	The student (f) translated the sentence.

N3.3 A verbal sentence always has a verb (cf. N1.1). The simplest form of the verbal sentence consists of a verb only: /tárgim/. More complex verbal sentences given above are: (free subject +) verb + object /kállim ʔáħmad/; modal + verb /láazim yitárgim/; and modal + verb + object /láazim yikállim-ilmudárris/.

N3.4 Every verb has a bound subject, either a suffix or a prefix. The verb forms with suffixed subjects are perfect: completed action. The forms with prefixed subjects are imperfect: not completed action. Note that the bound subjects with some imperfect forms have a suffix as well as a prefix: /yikallímu/.

Although unstressed, the /i/ of /-it/ 'she' never elides (cf. N2.3).

In addition to a bound subject, a verb may also have a free subject. Free subjects usually precede the verb. (A free subject may be added to all of the verbal sentences given above.) Free and bound subjects agree in gender or number.

N3.5 Note that these verbs have the same stems in the perfect and the imperfect. This is true of all verbs with CVCCVC stems. Verbs like this will be called the /kallim/-type.

N3.6 The imperfect forms of the verb are not ordinarily used without a preposed modal, like /láazim/, (or other items to be discussed later). The perfect forms may be used with or without a preposed modal.

N3.7 Some verbs like /sállim/ require a preposition before the object: /sállim ʕála-lmudárris/ 'He greeted (said hello to) the teacher'. Such verbs will always be given with the required preposition: /sállim ʕála/.

N3.8 Note the different forms of the article. At the beginning of sentences and after the terminal written /,/, the article is /ʔil-/ (or /ʔiC-/), although the glottal stop of the article is not written in this position. Elsewhere in sentences, the article is /il-/ (or /iC-/) after consonants and /l-/ (or /C-/) after vowels: /tárgim-ilgúmla/, /targímu-lgúmla/.

DRILLS

LIST 3.1 Verbs

kállim	he spoke (to someone)
tárgim	he translated
dárris	he taught
kámmil	he completed
fássar	he explained
sámmaʕ	he recited
sállim ʕála	he greeted

3.8 T: kállim. 'He spoke.'

S: kállim. kallímit kallímu. 'He, she, they spoke.'

Continue with other verbs.

3.9 T: láazim yikállim. 'He must speak.'

S: láazim yikállim.

láazim tikállim. 'She must speak.'

láazim yikallímu. 'They must speak.'

Continue with other verbs.

3.10 T: kállim-ilmudíir. 'He spoke to the director.'

S: kállim-ilmudíir.

kallímit-ilmudíir. 'She spoke to the director.'

kallímu-lmudíir. 'They spoke to the director.'

Continue with the following sentences:

kállim-innáazir.

tárgim-ilkitáab.

kámmil-ilwáagib.

sállim ʕála-lmudárris.

fássar-ilmasʔála.

sámmaʕ-issátr.

dárris ʕárabi.

tárgim-ilgúmla.

3.11 T: láazim yikállim-ilmudíir. 'He must speak to the director.'

S: láazim yikállim-ilmudíir.

láazim tikállim-ilmudíir. 'She must speak to the director.'

láazim yikallímu-lmudíir. 'They must speak to the director.'

Continue with the sentences in drill 3.10.

C. Numerals: 11-19.

ħidáašar	11	sittáašar	16
itnáašar	12	sabaʕtáašar	17
talattáašar	13	tamantáašar	18
ʔarbaʕtáašar	14	tisaʕtáašar	19
xamastáašar	15		

DRILLS

3.12 T: tamánya záaʔid tísʕa-ysáawi kaam, '8 + 9 ='

S: sabaʕtáašar. '17'

3.13 T: sittáašar náaʔis xámsa-ysáawi kaam, '16 - 5 ='

S: ħidáašar. '11'

SUPPLEMENTARY DRILLS

3.14 ilmudárris kállim-ittalámza bi-lʕárabi. 'The teacher spoke to the students in Arabic.'

Substitute for /mudárris/:

ilmudarrísa

irráagil

ilbínt

innáazir

ilmudíira

innázra

3.15 targímu-lgúmla di bi-lʔingilíizi. 'They translated this sentence into English.'

Substitute for /ʔingilíizi/:

Arabic

German

Spanish

French

English

LESSON 4

iddárs-irráabiʕ

TELLING THE TIME

Conversation

1. ʕándak maʕáad máʕa ħadd?	Do you (m) have an appointment with anyone?
ʕándik maʕáad máʕa ħadd?	Do you (f) have an appointment with anyone?
2. áywa. ʕándi maʕáad máʕa rašáad-issáaʕa ʕášara.	Yes, I have an appointment with Rashad at 10 o'clock.
3. miš ʕárf-itʔáxxar lee.	I (m) don't know why he is late.
miš ʕárfa-tʔáxxar lee.	I (f) don't know why he is late.
4. baʔáalak hína-ktíir?	Have you (m) been here long?
baʔáalik hína-ktíir?	Have you (f) been here long?
5. ħawáali rúbʕ^{i} sáaʕa.	About quarter of an hour.
tílt^{i} sáaʕa	20 minutes (third of an hour)
núss^{i} sáaʕa	half an hour
sáaʕa	an hour
sáaʕa-w rubʕ	an hour and a quarter
6. múmkin tiʔúlli-ssáaʕa kaam, min fádlak,	Can you (m) please tell me what time it is?
múmkin tiʔulíili-ssáaʕa kaam, min fádlik,	Can you (f) please tell me what time it is?
7. issáaʕa wáħda-w xámsa.	It is 1:05.
itnéen wi ʕášara	2:10
taláata-w rubʕ	3:15
ʔarbáʕa-w tilt	4:20
xámsa-w núss-ílla xámsa	5:25
sítta-w nuss	6:30
sábʕa-w núss^{i}-w xámsa	7:35
tamánya-lla tilt	7:40
tísʕa-lla rubʕ	8:45
ʕášara-lla ʕášara	9:50
ħidáašar-ílla xámsa	10:55
itnáašar	12:00

8.	láakin sáʕtak láazim miʔaddíma rúbʕ^{i} sáaʕa.	But your (m) watch must be quarter of an hour fast.
	láakin sáʕtik láazim miʔaddíma rúbʕ^{i} sáaʕa.	But your (f) watch must be quarter of an hour fast.
9.	ʕašáan sáʕt-ilgámʕa wáȟda-lla ʕášara bi-zzábt.	Because by the university clock it's exactly 12:50.
10.	láakin sáʕtak láazim miʔaxxára tílt^{i} sáaʕa.	But your (m) watch must be 20 minutes slow.
	láakin sáʕtik láazim miʔaxxára tílt^{i} sáaʕa.	But your (f) watch must be 20 minutes slow.
11.	ʕašáan sáʕt-ilgámʕa wáȟda-w núss-ílla xámsa bi-zzábt.	Because by the university clock it's exactly 1:25.

Pronunciation practice

long vowels		ʔ/ʔʔ contrasts	
tiin	beet	náʔal	daʔíʔa
riiš	deel	šáʔʔa	saʔíil
fii	been	sábaʔ	dáʔʔa
šiil	γeem	daʔʔ	ʕáaʔil
ʕiid	ʕeen	daʔáayiʔ	náʔʔa

Grammar

A. Plural nouns and adjectives.

ilwálad nabíih.	The boy is intelligent.
ilbínt^{i} nabíiha.	The girl is intelligent.
ilʔawláad núbaha.	The boys are intelligent.
ilbanáat núbaha.	The girls are intelligent.

N4.1 There are many patterns of noun plural formation in Arabic, and the form of the plural (p) cannot be predicted from the form of the singular (s). The p. form must hence be learned for each noun.

N4.2 Most adjectives with /ii/ in the last syllable form the p. by vowel-change: /gidíid/, /gudáad/; /nábiih/, /núbaha/. Most other adjectives form the p. by suffixing /-íin/: /sahl/, /sahlíin/; /kwáyyis/,

/kwayyisíin/; /šáatir/, /šatríin/ (N2.3). If the s. has the form CaaCi (ending in /i/ but unlike /másri/, cf. N2.2) then the /i/ is replaced by /y/ before both the f. /-a/ and the p. /-iin/: /γáali/ (m), /γálya/ (f), /γalyíin/ (p).

N4.3 Adjectives are inflected for gender (N2.2) or number. With s. nouns, adjectives agree in gender (sentences one and two above). With p. nouns, adjectives agree in number, but not in gender (three and four above).

DRILLS

LIST 4.1 Plural nouns and adjectives

mudárris	mudarrisíin	núbaha
mudíir	mudiríin	kubáar
mudarrísa	mudarrisáat	tuwáal
bint	banáat	lutáaf
sitt	sittáat	šatríin
tilmíiza	tilmizáat	suγayyaríin
tilmíiz	talámza	kwayyisíin
ʔustáaz	ʔasádza	
wálad	ʔawláad	
ráagil	riggáala	

4.1 féen-ilmudarrisíin. 'Where are the teachers?'
ahúm-ilmudarrisíin. 'Here are the teachers.'
Continue with the nouns in List 4.1.

4.2 ilmudarrisíin tuwáal. 'The teachers are tall.'
a. Substitute in the predicate position.
b. Substitute in the subject position.
c. Substitute in either position.

4.3 T: ilwálad šáatir. 'The boy is clever.'
S: ilʔawláad šatríin. 'The boys are clever.'
Continue, using different nouns and adjectives.

4.4 T: issittáat kubáar. 'The ladies are old.'
S: issítt^{i}-kbíira. 'The lady is old.'
Continue, using different nouns and adjectives.

4.5 ilmudiríin tuwáal. 'The directors are tall.' Substitute:

irráagil
ilmudarrísa
ilmudarrisíin
gudáad
ilbínt
ittilmíiz
irriggáala

kubáar
ittalámza
ilmudíira
suγayyára
ilˀawláad
issítt
ilbanáat

issittáat
kubáar
ilbínt
ilwálad
nabíih
ilˀasádza
innázra

LIST 4.2 Plural nouns and adjectives

kitáab	kútub	sahlíin
dars	durúus	saˤbíin
ˀimtiȟáan	ˀimtiȟanáat	gudáad
tamríin	tamaríin	muhimmíin
satr	ˀástur	ˀusayyaríin
kílma	kalimáat	tuwáal
gúmla	gúmal	
ȟíssa	ȟísas	
masˀála	masáaˀil	
muȟádra	muȟadráat	

4.6 ilkútub gudáad. 'The books are new.'

a. Substitute in the predicate position.

b. Substitute in the subject position.

c. Substitute in either position.

4.7 T: iddurúus sahlíin. 'The lessons are easy.'
S: iddárs^{i} sahl. 'The lesson is easy.'
Continue, using different nouns and adjectives.

4.8 T: ilgúmla sáhla. 'The sentence is easy.'
S: ilgúmal sahlíin. 'The sentences are easy.'
Continue, using different nouns and adjectives.

4.9 ilkútub sahlíin. 'The books are easy.' Substitute:

ilwáagib
ilkílma
saʕb
ilʔimtiħáan
ilmasʔála

ilħísas
muhimmíin
ilmuħádra
issuʔáal
tawíil

ilgúmla
ilgúmal
gudáad
ittamríin
innímra

B. The demonstrative.

ilwálad da šáatir.	This boy is clever.
ilʔawláad dool šatríin.	These boys are clever.
ilkitáab da-gdíid.	This book is new.
ilkútub dool gudáad.	These books are new.
ilbínt^{i} di šátra.	This girl is clever.
ilbanáat dool šatríin.	These girls are clever.
ilgúmla di-gdíida.	This sentence is new.
ilgúmal dool gudáad.	These sentences are new.

N4.4 Like adjectives, the demonstrative has three forms: /da/ (m), /di/ (f), and /dool/ (p). With s. nouns the demonstrative agrees in gender; with p. nouns it agrees in number (cf. N4.3).

DRILLS

LIST 4.3 Plural nouns and adjectives

ʔálam	ʔiláam	pencil
fustáan	fasatíin	dress
ʔamíis	ʔumsáan	shirt
šánta	šúnat	bag, purse, briefcase
gázma	gízam	pair of shoes
burnéeta	baraníit	hat

ʔáxdar	xádra	xudr	green
ʔáħmar	ħámra	ħumr	red
ʔázraʔ	zárʔa	zurʔ	blue
ʔábyad	béeda	biid	white
ɣáali	ɣálya	ɣalyíin	expensive

4.10 ilʔálam da ɣáali. 'This pencil is expensive.'

a. Substitute in the subject position using m. nouns.

b. Substitute in the subject position using f. nouns.

c. Substitute in the subject position using either m. or f. nouns.

d. Substitute in the predicate position.

e. Substitute in either position.

4.11 ilkútub dool ɣalyíin. 'These books are expensive.'

a. Substitute in the subject position.

b. Substitute in the predicate position.

c. Substitute in either position.

4.12 T: ilkitáab da ɣáali. 'This book is expensive.'

S: ilkútub dool ɣalyíin. 'These books are expensive.'

Continue, using different nouns and adjectives.

4.13 Repeat drills 4.2-9, adding the demonstrative.

C. Verbal sentences.

kallímt	you (m) spoke	tikállim	you (m) speak
kallímti	you (f) spoke	tikallími	you (f) speak
kallímtu	you (p) spoke	tikallímu	you (p) speak
kallímt	I spoke	ʔakállim	I speak
kallímna	we spoke	nikállim	we speak

kallímt-ilmudárris?	Did you (m) speak to the teacher?
áywa, kallímt-ilmudárris.	Yes, I spoke to the teacher.
targímti-ddárs?	Did you (f) translate the lesson?
áywa, targímt-iddárs.	Yes, I translated the lesson.
láazim nitárgim-ilgúmla.	We must translate the sentence.
yímkin nitárgim-ilgúmal.	We may translate the sentences.
sallímtu ʕála-lmudárris.	You (p) greeted the teacher.

N4.5 The complete set of bound subjects (N3.4) is given in Table 4.1 Note that the absence of any suffix with perfect marks the 3 m. subject. Note also that in the perfect the 2 m. and 1 s. forms are the same, while in the imperfect the 3 f. and 2 m. are the same.

Perfect		Imperfect	
-	3 m.	yi-	
-it	3 f.	ti-	
-u	3 p.	yi-	-u
-t	2 m.	ti-	
-ti	2 f.	ti-	-i
-tu	2 p.	ti-	-u
-t	1 s.	ʔa-	
-na	1 p.	ni-	

Table 4.1

N4.6 /yímkin/ is another modal and patterns like /láazim/ (N3.6).

DRILLS

4.14 T: kállim-ilmudíir. 'He spoke to the director.' ána.

S: kallímt-ilmudíir. 'I spoke to the director.'

T: íntu.

S. kallímtu-lmudíir.

Continue with other 1st and 2nd pers., using the sentences in drill 3.10.

4.15 Repeat drill 4.14 with all persons.

4.16 T: láazim yikállim-ilmudíir. 'He must speak to the director.' ána.

S: láazim ʔakállim-ilmudíir. 'I must speak to the director.'

T: íntu.

S: láazim tikallímu-lmudíir.

Continue with other 1st and 2nd pers., using the sentences in drill 3.10.

4.17 Repeat drill 4.16 with all persons.

4.18 T: kallímna-lmudíir. 'We spoke to the director.'

S: láazim nikállim-ilmudíir. 'We must speak to the director.'

T: kallímu-lmudíir.

S: láazim yikallímu-lmudíir.

Continue with other persons, using the sentences in drill 3.10.

SUPPLEMENTARY DRILLS

4.19 issáaʕa tísʕa-w nuss. 'It is 9:30.'

Substitute: It is 8:55.
It is 2:35.
It is 9:20.
It is 11:45.
It is 1:10.
It is 7:05.

4.20 sáʕti-mʔaddíma rúbʕ^{i} sáaʕa. 'My watch is quarter of an hour fast.'

T: sáʕti xámsa-w nuss. 'My watch is 5:30.'
issáaʕa kaam bi-zzábt, 'What time is it exactly?'

S: issáaʕa xámsa-w rubʕ. 'It is 5:15.'

Continue with the following:

sáʕti tísʕa-w núss^{i}-w xámsa.
ħidáašar-ílla xámsa
itnéen wi rubʕ
ʔarbáʕa-lla rubʕ
sítta-w xámsa

4.21 sáʕti-mʔaxxára tílt^{i} sáaʕa. 'My watch is 20 minutes slow.'

Continue as in drill 4.20.

LESSON 5 iddárs-ilxáamis

Conversation

THE WEATHER

1. izzáay-ilgáww-innahárda.	How is the weather today?
2. innahárda ħárr^{i} ʔáwi.	Today is very hot.
iddínya bárd^{i} ʔáwi.	It (the world) is very cold.
iddínya bitmáttar.	It is raining.
ilgáww^{i}-mγáyyim.	It (the weather) is cloudy.
issáma-mγayyíma.	It (the sky) is cloudy.
3. yatára, dáragit-ilħaráara kaam,	I wonder, what is the temperature?
4. tisʕíin dáraga taʔríiban.	About ninety degrees.
5. bitmáttar kitíir fi ʔamríika?	Does it rain a lot in America?
6. bitmáttar kitíir fi-ššíta wi-rrabíiʕ, wi ʔaħyáanan fi-sséef.	It rains a lot in the winter and the spring, and sometimes in the summer.
7. wi-zzáay tá?s^{i} masr?	And how is the weather in Egypt?
8. tá?s^{i} másr^{i} gamíil wi muʕtádil, laa ħárr^{i} ʔáwi, wála bárd^{i} ʔáwi.	The weather in Egypt is beautiful and moderate, neither very hot nor very cold.
9. bitmáttar kitíir fi masr?	Does it rain a lot in Egypt?
10. fi-ddílta-lmátar šidíid fi-ššíta.	In the delta (Lower Egypt), the rainfall is heavy in the winter.
11. wi fi-lqahíra-lmátar ʔalíil.	And in Cairo, the rainfall is light.
12. innáma fi-ssaʕíid mafíiš mátar xáalis.	However, in Upper Egypt there is no rain at all.
13. wi-zzáay gáww-ilqahíra.	And how is the weather in Cairo?
14. ilgáww^{i} fi-sséef ħárr^{i} fi-nnaháar, wi taráawa bi-lléel.	In the summer, it is very hot during the day and cool at night.
15. ilgáww^{i} fi-ššíta dáafi fi-nnaháar, wi bárd^{i} bi-lléel.	In the winter, it is warm during the day and cold at night.

16. wi-zzáay táʔs-issaʕíid.	And how is the weather in Upper Egypt?
17. issaʕíid ħárr^{i} fi-sséef.	Upper Egypt is hot in the summer.
18. dáragit-ilħaráara bitkúun ʕadátan míyya-w ʕášar daragáat ʔaw ʔáktar.	The temperature is usually 110 degrees or more.
19. innáma fi-ššíta-lgáww^{i} latíif gíddan, wi min ʔágmal maa yúmkin.	However, in the winter the weather is very pleasant and beautiful beyond expectation.

Pronunciation practice

long vowels		hC sequences	
ruuħ	dool	láhga	sahl
suuʔ	moot	fahd	lahw
tuut	zooʔ	sahm	šahm
nuur	noom	ʔahl	sahd
ʕuud	ʕoom	dahr	duhr

Grammar

A. The demonstrative as subject.

da-ktáab.	This is a book.
da-ktáab gidíid.	This is a new book.
da-lkitáab-ilgidíid.	This is the new book.
di kílma miš gidíida.	This is not a new word.
dool kútub gudáad.	These are new books.
dool-ilkútub-ilgudáad.	These are the new books.

N5.1 In addition to its use as a noun attributive (/ilkitáab da/ 'this book'), the demonstrative is also used as the subject of equational sentences. The predicate of such sentences is commonly a noun or an attributive phrase: noun + adjective.

N5.2 In addition to agreement in number or gender, adjectives in attributive phrases also agree with nouns in definiteness: /kitáab gidíid/ 'a new book', /ilkitáab-ilgidíid/ 'the new book'.

DRILLS

LIST 5.1 Plural nouns and adjectives

ˀamíis	ˀumsáan	shirt
ˀálam	ˀiláam	pencil
mandíil	manadíil	handkerchief, scarf
fustáan	fasatíin	dress
bantalóon	bantalunáat	trousers
šánta	šúnat	bag
bádla	bídal	suit
žakítta	žakittáat	jacket
burnéeta	baraníit	hat
gázma	gízam	pair of shoes
blúuza	bluzáat	blouse

rixíis	rixíisa	ruxáas	inexpensive
ˀáxdar	xádra	xudr	green
ˀáħmar	ħámra	ħumr	red
ˀázraˀ	zárˀa	zurˀ	blue
ˀásfar	sáfra	sufr	yellow
ˀábyad	béeda	biid	white
ˀíswid	sóoda	suud	black
búnni	búnni	búnni	brown
beež	beež	beež	beige

5.1 da ˀálam ˀásfar. 'This is a yellow pencil.'

a. Substitute in the position of /ˀálam/ using m. nouns.

b. Substitute in the position of /ˀásfar/.

c. Substitute in either position.

5.2 di bádla zárˀa. 'This is a blue suit.'

a. Substitute in the position of /bádla/ using f. nouns.

b. Substitute in the position of /zárˀa/.

c. Substitute in either position.

d. Substitute in either position, using either m. or f. nouns.

5.3 dool ʔiláam ħumr. 'These are red pencils.'

a. Substitute in the position of /ʔiláam/ using either m. or f. nouns.

b. Substitute in the position of /ħumr/.

c. Substitute in either position.

5.4 di-lbádla-zzárʔa. 'This is the blue suit.'

a. Substitute singular nouns and adjectives.

b. Substitute plural nouns and adjectives.

c. Substitute either singular or plural nouns and adjectives.

B. Free pronouns.

húwwa mudárris.	He is a teacher.
húwwa mudárris gidíid.	He is a new teacher.
híyya mudarrísa.	She is a teacher.
híyya-l̲mudarrísa-lgidíida.	She is the new teacher.
húmma mudarrisíin gudáad.	They are new teachers.
ínta mabsúut.	You (m) are happy.
ínti mabsúuta.	You (f) are happy.
íntu mabsutíin.	You (p) are happy.
ána mašγúul.	I am busy (m).
ána mašγúula.	I am busy (f).
íħna mašγulíin.	We are busy.

N5.3 The free pronouns are commonly used as subjects of equational sentences. The predicate may be a noun, an adjective, or an attributive phrase.

3 m.	húwwa	he, it
3 f.	híyya	she, it
3 p.	húmma	they
2 m.	ínta	you (m)
2 f.	ínti	you (f)
2 p.	íntu	you (p)
1 s.	ána	I
1 p.	íħna	we

Table 5.1

DRILLS

LIST 5.2 Adjectives

ʕayyáan	ʕayyáana	ʕayyaníin	sick
taʕbáan	taʕbáana	taʕbaníin	tired
guʕáan	guʕáana	guʕaníin	hungry
ʕatšáan	ʕatšáana	ʕatšaníin	thirsty
bardáan	bardáana	bardaníin	cold
ħarráan	ħarráana	ħarraníin	hot
naʕsáan	naʕsáana	naʕsaníin	sleepy
gáahiz	gáhza	gahzíin	ready
ʔáasif	ʔásfa	ʔasfíin	sorry
fáadi	fádya	fadyíin	empty, free (not occupied)

5.5 híyya naʕsáana. 'She is sleepy.'

a. Substitute in the subject position, using free pronouns.

b. Substitute in the predicate position.

c. Substitute in either position.

5.6 húwwa wálad nabíih. 'He is an intelligent boy.' Substitute:

bint
ʕayyáan
ráagil
fáadi
sitt
nabíih

talámza
šáatir
mudarrísa
gidíid
mudarrisíin
mudíir

mašγúul
riggáala
fáadi
bint
sittáat
mašγúul

5.7 ínta wálad nabíih. 'You are an intelligent boy.'
Continue with the items in drill 5.6.

C. or, and, and neither ... nor.

húwwa taʕbáan wálla ʕayyáan,	Is he tired or sick?
húwwa taʕbáan wi ʕayyáan.	He is tired and sick.
húwwa laa taʕbáan wála ʕayyáan.	He is neither tired nor sick.
húwwa guʕáan.	He is hungry.

híyya taʕbáana wálla naʕsáana,	Is she tired or sleepy?
híyya taʕbáana-w naʕsáana.	She is tired and sleepy.
híyya laa taʕbáana wála naʕsáana.	She is neither tired nor sleepy.
híyya ʕayyáana.	She is sick.

N5.4 /wálla/, /wi/, and /laa ... wála/ are coordinators, here used to link two adjectives. They may also be used to link other parts of speech.

DRILLS

5.8 T: ižžakítta di béeda wálla xádra, 'Is this jacket white or green?'
mandíil.

S_1: ilmandíil da ʔábyad wálla ʔáxdar, 'Is this scarf white or green?'

S_2: ilmandíil da laa ʔábyad wála ʔáxdar. 'This scarf is neither white nor green.'

S_3: da mandíil ʔíswid. 'This is a black scarf.'

T: ʔiláam.

S_1: ilʔiláam dool biid wálla xudr,

S_2: ilʔiláam dool laa biid wála xudr.

S_3: dool ʔiláam suud.

Continue with the following:

ʔamíis
gázma
fasatíin
bádla
ʔálam
manadíil
šánta
bantalóon
ʔumsáan
burnéeta

5.9 T: ínta naʕsáan wálla guʕáan, 'Are you (m) sleepy or hungry?'
ʕayyáan, taʕbáan.

S_1: ínta ʕayyáan wálla taʕbáan, 'Are you (m) sick or tired?'
ínti ʕayyáana wálla taʕbáana, 'Are you (f) sick or tired?'

S_2: ána laa ʕayyáan wála taʕbáan. 'I (m) am neither sick nor tired.'
ána laa ʕayyáana wála taʕbáana. 'I (f) am neither sick nor tired.'

Continue with the following:

fáadi, mašγúul
bardáan, ȟarráan
kibíir, suγáyyar
tawíil, ʔusáyyar
mudárris, mudíir
guʕáan, ʕatšáan

5.10 T: húmma naʕsaníin wálla guʕaníin, 'Are they sleepy or hungry?'
ʕayyáan, taʕbáan.
S$_1$: húmma ʕayyaníin wálla taʕbaníin, 'Are they sick or tired?'
S$_2$: húmma laa ʕayyaníin wála taʕbaníin. 'They are neither sick nor tired.'

Continue with the items in drill 5.9.

D. Verbs: /zaakir/-type.

záakir	he studied	yizáakir	he studies
zákrit	she studied	tizáakir	she studies
zákru	they studied	yizákru	they study
zakírt	you (m) studied	tizáakir	you (m) study
zakírti	you (f) studied	tizákri	you (f) study
zakírtu	you (p) studied	tizákru	you (p) study
zakírtu	I studied	ʔazáakir	I study
zakírna	we studied	nizáakir	we study

N5.5 Like the /kallim/, /zaakir/-type verbs (CVVCVC stems) have the same stems in the perfect and the imperfect. Note the elision of /i/ before suffixes, and shortening of /aa/: /zákrit/ (N2.3). Note also the stress shift in the 1st and 2nd pers. forms in the perfect and shortening of /aa/. VV never occurs unstressed.

With verbs ending in /d/ (like /sáaʕid/ 'he helped'), the /d/ assimilates to the following /-t/ in the 1 s. and 2nd pers. forms of the perfect: /saʕítt/ 'I helped'.

DRILLS

LIST 5.3 Verbs

záakir	he studied
ʔáabil	he met
sáaʕid	he helped
sáafir	he travelled
ħáawil	he tried
gáawib	he answered

5.11 T: ȟáawil. 'He tried.' ána.
S: ȟawílt. 'I tried.'
T: húmma.
S: ȟáwlu.

Continue with other persons, using the following:

sáafir.
gáawib.
záakir.
ʔábl-ilmudíir.
sáʕd-issítt.
zákr-iddárs-issáʕb.

5.12 T: láazim yiȟáawil. 'He must try.' 'ána.'
S: láazim ʔaȟáawil. 'I must try.'
T: íȟna.
S: láazim niȟáawil.
Continue with other persons, using the sentences in drill 5.11.

5.13 T: laa sállim ʕála-lmudíir wála sáafir. 'He neither said good-bye to the director nor left.' húmma.
S: laa sallímu ʕála-lmudíir wála sáfru. 'They neither said good-bye to the director nor left.'

Continue with other persons, using the following:

laa ʔábl-ittalámza wála fássar-iddárs.
laa tárgim-ilkílma wála kámmil-ilgúmla.
láazim yizáakir wálla-ysáafir,

E. Imperative form of verbs.

kállim	speak (m)	záakir	study (m)
kallími	speak (f)	zákri	study (f)
kallímu	speak (p)	zákru	study (p)

kállim ʔáȟmad.	Speak (m) to Ahmad.
kallími-lmudárris.	Speak (f) to the teacher.
záakir.	Study (m).
zákr-iddárs.	Study (m) the lesson.
zákru-ddárs.	Study (p) the lesson.

N5.6 The imperative forms of all verbs are the same as the 2nd pers. forms of the imperfect without the /ti-/ prefix.

N5.7 Note the elision of /i/ of /záakir/ before a following word, as before a suffix: /záakir/ + /iddárs/ is /zákr-iddárs/, like /záakir/ + /-i/ (f) is /zákri/.

DRILLS

5.14 T: kállim ʔáħmad. 'He spoke to Ahmad.'
S: kállim ʔáħmad. 'Speak to Ahmad.'
kallími ʔáħmad. 'Speak (f) to Ahmad.'
kallímu ʔáħmad. 'Speak (p) to Ahmad.'

Continue with the following:

fássar-iddárs.
záakir ʕárabi.
kámmil-ilgúmla.
ʔábl-innáazir.
sáafir.
tárgim-ilkílma di.
sállim ʕála-rráagil.
ħáawil.

5.15 T: kállim sáami. 'Speak (m) to Sami.'
S: láazim tikállim sáami. 'You (m) must speak to Sami.'
Continue with f. and p. forms, using the sentences in drill 5.14.

SUPPLEMENTARY DRILLS

5.16 yatára, dáragit-ilħaráara kaam, 'I wonder, what is the temperature?'
yatára, féen-ilkitáab. 'I wonder, where is the book?'

Continue with the following:

When is the lecture?
What time is it?
What is the word in English?
What time did I come?
Who taught this class?
Why was he late?
What is the weather like today?
What is the temperature today?
Where is the professor?
What is the weather like in Cairo?

5.17 miš ʕáarif dáragit-ilħaráara kaam.
miš ʕárfa dáragit-ilħaráara kaam.
Continue with the sentences in drill 5.16.

Conversation

CLASS SCHEDULES

1. ʕándak kam ȟíssit ʕárabi fi-lʔusbúuʕ,	How many Arabic classes do you have a week?
2. ʕándi sábaʕ ȟísas fi-lʔusbúuʕ.	I have seven classes a week.
3. ímta ȟísas-ilʕárabi,	When are the Arabic classes?
4. kúll^{i} yóom-issúbȟ-issáaʕa tísʕa, wi yóom-ittaláat wi-lxamíis baʕd-iddúhr-issáaʕa wáȟda.	Every day in the morning at nine, and Tuesday and Thursday afternoon at one.
5. wi-lȟíssa kam diʔíiʔa,	And how many minutes is the class?
6. ȟísas-issúbȟ^{i} sáaʕa-lla ʕášar daʔáayiʔ.	The morning classes are for fifty minutes.
7. wi ȟísas báʕd^{i}-ddúhr^{i} sáaʕa-w rubʕ.	The afternoon classes are for an hour and a quarter.
8. bitáaxud mawadíiʕ tanyíin?	Are you taking any other subjects?
9. áywa. báaxud taríix wi tabíiʕa-w ʔalmáani.	Yes, I am taking history and physics and German.
10. ínta láazim mašγúul ʔáwi.	You must be very busy.
11. áywa. ʕándi ʔárbaʕ muȟadráat yoom litnéen wi-lárbaʕ wi-lgúmʕa.	Yes, I have four lectures on Monday and Wednesday and Friday,
12. wi tálat muȟadráat yóom-ittaláat wi-lxamíis.	and three lectures on Tuesday and Thursday.
13. yóom-issábt^{i} wi-lȟádd^{i} ʕándi ʔagáaza.	On Saturday and Sunday I have (a holiday) no classes.
14. ʕamált^{i} ʔee yóom-issábt,	What did you do last Saturday?
15. ʔaʕátt-issúbȟ^{i} fi-lbéet.	I stayed at home in the morning.
16. ʕamált^{i} wágbi-w darást^{i} ȟawáali ʔárbaʕ saʕáat.	I did my assignment and studied about four hours.

17. wi katábt^{i} tálat gawabáat, li saȟbíti Mary, wi-l sáȟbi Bill, wi-l ʔaxuuýa John.	I also wrote three letters, one to my friend Mary, one to by friend Bill, and one to my brother John.
18. báʕd^{i}-ddúhr^{i}-nzílt-ilbálad máʕa Tom bi ʕarabiyyítu.	In the afternoon, I went downtown with Tom in his car.
19. híyya di ʕarabiyyítak?	Is this your car?
20. laʔ. di ʕarabíyyit Tom.	No, this is Tom's car.

Pronunciation practice

CC sequences	
ȟaʔl	farʔ
ȟalʔ	faʔr
sudʔ	daʔn
ʕuʔd	šanʔ
waʔf	waʔt

-ʕ/-ʕa contrasts	
tísaʕ	šamʕ
tísʕa	šámʕa
gámaʕ	šámmaʕ
gámʕa	waʔʕ
gamʕ	wáʔʕa

Grammar

A. Construct phrases: noun + noun.

da máktab mudíir.	This is a director's office.
da máktab-ilmudíir.	This is the director's office.
da máktab mudíir-iššírka.	This is the company director's office.
da máktab mudíir šírkit-innúur.	This is the office of the director of the Light Company.
dool makátb-ilmudíir.	These are the director's offices.
dool makáatib mudiríin-iššírka.	These are the offices of the directors of the company.
di šántit-issítt.	This is the lady's purse.
šántit-issítt^{i}-gdíida.	The lady's purse is new.
máktab-ilmudíir gidíid.	The director's office is new.

N6.1 The sequence of nouns in these sentences are called construct phrases. Construct phrases are used to express possession or similar relationships: /kitáab-ittilmíiz/ 'the student's book', /lóon-ilkitáab/ 'the color of the book'. Construct phrases may be definite or indefinite and always consist of two constituents: (1) the last noun, and (2) the noun or nouns preceding the last. The article can occur only with the last noun; its occurrence (or nonoccurrence) marks the whole phrase as definite (or indefinite).

N6.2 F. nouns ending in /a/ always have a special form in construct phrases except when occurring as the last noun; note: /šírka/ and /šírkit-innúur/, also /šánta/ and /šántit-issítt/, and /mudarrísa/ and /mudarríst-ilmadrása/ 'the teacher (f) of the school'. This form of f. nouns, with /-it/ (or /-t/ if a vowel follows and CCC does not result) replacing /a/, is called the bound form.

P. nouns ending in /a/ (except those whose form is CVCVCa) have a bound form in construct phrases: /talámza/ and /talámzit-ilʕárabi/.

DRILLS

LIST 6.1 Nouns

sáaʕa	saʕáat	watch, hour
tarabéeza	tarabizáat	table
ʕarabíyya	ʕarabiyyáat	car
tazkára	tazáakir	ticket
ˀóoda	ˀúwad	room
maȟfáza	maȟáafiz	wallet

6.1 ahóo-ktáab-ilbínt. 'Here is the girl's book.'

Substitute for /kitáab/:

ˀálam
ˀamíis
mandíil
bantalóon
gízam
šánta
bádla
tazkára
gázma
ʕarabíyya
sáaʕa
burnéeta
blúuza
tarabéeza
šúnat
ˀasádza

6.2 da-ktáab-ilbínt-ilgidíid. 'This is the girl's new book.'
Substitute for /kitáab/, using the nouns in drill 6.1.

6.3 kitáab-ilbínt^{i} da-gdíid. 'This girl's book is new.'
Substitute for /kitáab/, using the nouns in drill 6.1.

B. Construct phrases: noun + pronoun.

da ˀálam tilmíiz.	This is a student's pencil.
da ˀálam-ittilmíiz.	This is the student's pencil.
da ˀálamu.	This is his pencil.

di šántit sitt.	This is a lady's purse.
di šántit-issítt.	This is the lady's purse.
di šantítha.	This is her purse.
di šantíti.	This is my purse (or briefcase).

N6.3 Pronouns in construct phrases have a bound form (cf. N5.3). Construct phrases of noun + noun may be indefinite /ˀálam tilmíiz/, or definite /ˀálam-ittilmíiz/. However, noun + pronoun construct phrases are only definite /ˀálamu/. Bound pronouns, like the article, mark a noun as definite. Hence a noun may occur with the article, or with a bound pronoun, but never with both.

N6.4 The full set of bound pronouns is given in the following table. Note that there are two groups: Group I has the structure -V(C), and Group II -CV(C).

		ˀálam	nímra
I.	1 s.	ˀálami	nimríti
	2 m.	ˀálamak	nimrítak
	2 f.	ˀálamik	nimrítik
	3 m.	ˀálamu	nimrítu
II.	3 f.	ˀalámha	nimrítha
	1 p.	ˀalámna	nimrítna
	2 p.	ˀalámkum	nimrítkum
	3 p.	ˀalámhum	nimríthum

Table 6.1

N6.5 In the construction noun + pronoun, either the noun or the pronoun, or both, may undergo some change. Remember that VV does not occur before CC, nor unstressed, and that CCC does not occur.

Nouns ending in VC add the pronouns with no changes unless the stem ends in /iC/: /wáagib/, /wágbi/, /wagíbna/. Note the shift of stress before Group II pronouns.

F. and p. nouns ending in /a/ always have the bound form (N6.2) before pronouns. Note that the f. noun /ˀóoda/ has the bound forms /ˀutt/ before Group I pronouns and /ˀudít/ before Group II.

DRILLS

6.4 T: ˀálam. 'Pencil.'

S_1: feen ˀálamak. 'Where is your pencil?'

S_2: ahóo ˀálami. 'Here is my pencil.'

Continue with the following:

šúnat
kútub
wáagib
gízam
sáaħib

šánta
bádla
žakítta
gázma
ʕarabíyya

sáaʕa
ˀóoda
tarabéeza
tazkára
maħfáza

6.5 T: ˀálam. 'Pencil.'

S_1: ˀálam miin da, 'Whose pencil is this?'

S_2: da ˀálamu. 'This is his pencil.'

Continue with the nouns in drill 6.4.

6.6 T: ˀálam. 'Pencil.'

S_1: feen ˀalámkum. 'Where is your pencil?'

S_2: ahóo ˀalámna. 'Here is our pencil.'

Continue with the nouns in drill 6.4.

6.7 T: ˀálam. 'Pencil.'

S_1: da ˀalámha? 'Is this her pencil?'

S_2: laˀ. da miš ˀalámha. da ˀalámhum. 'No, this is not her pencil; this is their pencil.'

Continue with the nouns in drill 6.4.

C. Verbs: /katab/-type.

kátab	he wrote	yíktib	he writes
kátabit	she wrote	tíktib	she writes
kátabu	they wrote	yiktíbu	they write
katábt	you (m) wrote	tíktib	you (m) write
katábti	you (f) wrote	tiktíbi	you (f) write
katábtu	you (p) wrote	tiktíbu	you (p) write
katábt	I wrote	ˀáktib	I write
katábna	we wrote	níktib	we write

líbis	he got dressed	yílbis	he gets dressed
líbsit	she got dressed	tílbis	she gets dressed
líbsu	they got dressed	yilbísu	they get dressed
libíst	you (m) got dressed	tílbis	you (m) get dressed

N6.6 /katab/-type verbs (CVCVC stems in the perfect) have CCVC (here CCiC) stems in the imperfect. Note the elision of /i/ in /líbsit/ (N2.3).

N6.7 The imperative forms of these verbs are the same as others (N5.6). However, since words do not begin with CC, /i/ is prefixed: /íktib/ (m), /iktíbi/ (f), /iktíbu/ (p); /ílbis/, /ilbísi/, /ilbísu/.

DRILLS

LIST 6.2 Verbs

dáras	he studied
kátab	he wrote
ʔáfal	he closed, locked
ʕámal	he made, did
líbis	he got dressed, put on
nízil	he went (got) down
mísik	he took hold of, grasped

6.8 T: dáras. 'He studied.'
S: dáras. dárasit. dárasu. 'He, she, they, studied.'
Continue with other verbs.

6.9 T: ʕámal wágbu. 'He did his assignment.' ána.
S: ʕamált^{i} wágbi. 'I did my assignment.'
T: húmma.
S: ʕámalu wagíbhum.

Continue with other persons, using the following:

líbis gazmítu.	mísik ʔálamu.
ʔáabil sáȟbu.	kátab-ilkílma.
ʔáfal šantítu.	dáras-iddárs.
tárgim gumlítu.	líbis wi nízil.

6.10 T: láazim yíʕmil wágbu. 'He must do his assignment.' ána.
S: láazim ʔáʕmil wágbi. 'I must do my assignment.'
T: húmma.
S: láazim yiʕmílu wagíbhum.
Continue with other persons, using the sentences in drill 6.9.

6.11 T: ʕámal wágbu. 'He did his assignment.'
S: ʔíʕmil wágbak. 'Do your assignment.'
ʔiʕmíli wágbik.
ʔiʕmílu wagíbkum.
Continue with the sentences in drill 6.9.

D. /húwwa/, /híyya/, /húmma/ as question words.

da-ktáab-ittilmíiz.	This is the student's book.
da-ktáab-ittilmíiz?	Is this the student's book?
húwwa da-ktáab-ittilmíiz?	Is this the student's book?
ilbínt^{i} sáfrit.	The girl left.
ilbínt^{i} sáfrit?	Did the girl leave?
híyya-lbínt^{i} sáfrit?	Did the girl leave?
ittalámza biyzákru ʕárabi.	The students study Arabic.
ittalámza biyzákru ʕárabi?	Do the students study Arabic?
húmma-ttalámza biyzákru ʕárabi?	Do the students study Arabic?

N6.8 Questions may be formed from statements (verbal with free subjects or equational) by placing the 3rd pers. free pronouns (here used as question words) before the subject. When so used, these pronouns agree in gender or number with the subject.

DRILLS

6.12 T: ittilmíiz ʕámal wágbu. 'The student did his assignment.'
S_1: húwwa-ttilmíiz ʕámal wágbu? 'Did the student do his assignment?'
S_2: híyya-ttilmíiza ʕámalit wagíbha? 'Did the student do her assignment?'
S_3: húmma-ttalámza ʕámalu wagíbhum? 'Did the students do their assignment?'
Continue with the sentences in drill 6.9, adding the free subject /ittilmíiz/.

6.13 híyya di ʕarabiyyítak? 'Is this your car?' Substitute:

ʔálam
sáaʕa
šúnat
máktab
gázma
tazkára
šánta
wáagib
maħfáza
ʔóoda
kútub
bádla
tazáakir
burnéeta
sáaħib

E. Numerals before nouns: 3-10.

katábt^{i} kam gawáab,	How many letters did you write?
taláata.	Three.
tálat gawabáat.	Three letters.
ittálat gawabáat dool.	These three letters.
dool xámas kútub gudáad.	These are five new books.
dool-ilxámas kútub-ilgudáad.	These are the five new books.
ilxámas kútub dool gudáad.	These five books are new.

N6.9 The numerals three through ten have a special form used before nouns. The counting and pre-nominal forms are given in the following table. The numerals one and two do not have pre-nominal forms; their use with nouns will be taken up in Lesson 15.

	Counting	Pre-nominal
3	taláata	tálat
4	ʔarbáʕa	ʔárbaʕ
5	xámsa	xámas
6	sítta	sitt
7	sábʕa	sábaʕ
8	tamánya	táman
9	tísʕa	tísaʕ
10	ʕášara	ʕášar

Table 6.2

N6.10 The numeral + noun + adjective phrases are either indefinite /xámas kútub gudáad/ 'five new books', or definite /ilxámas kútub-ilgudáad/ 'the five new books'. In the definite phrase the article occurs with the numeral and with the adjective, but not with the noun. The numeral and the noun pattern as one constituent, the adjective as the other.

N6.11 The question word /kaam/ 'how much, how many' is always followed by a singular noun. Note that before nouns /kaam/ shortens to /kam/.

N6.12 There are a few nouns which have a special p. form used only after numerals.

day	yoom	ʔayyáam	tálat tiyyáam
month	šahr	ʔášhur	túšhur
line	satr	ʔástur	tústur
thousand	alf	ʔaláaf	taláaf

The numeral /sítta/ has the form /sit/, rather than /sitt/, before these nouns: /sit tiyyáam/.

DRILLS

6.14 T: dool kam kitáab, 'How many books are these?' xámsa.

S: dool xámas kútub. 'These are five books.'

Continue with the numerals 3-10, using the following nouns:

kílma
gúmla
ráagil
bint
tilmíiz
sitt
suʔáal
tamríin
ʔálam
mandíil
šánta
ʔamíis
sáaʕa
tazkára
ʕarabíyya

6.15 ittálat kútub dool gudáad. 'These three books are new.'

Substitute for /kútub/, using the nouns in drill 6.14.

6.16 ahúm-ilʔárbaʕ kútub-ilgudáad. 'Here are the four new books.'

a. Substitute in the position of /ʔárbaʕ/.

b. Substitute in the position of /kútub/, using the nouns in drill 6.14.

c. Substitute in either position.

N6.13 Stress. In Lessons 1-6, stress has always been marked by the acute accent. A study of the examples will yield several generalizations regarding the occurrence of stress. (1) A word never has more than one stress. (2) If a word ends with CC, then the last syllable is always stressed: /katábt/, /fihímt/, /kallímt/. (Note that this is true even if /i/, written above the line, is added: /kallímt^{i} mudíir/. The syllable with raised /i/ is never stressed.) (3) If a word has a long vowel (VV), then this is always stressed regardless of which syllable has the VV: /fáahim/, /gidíid/, /makáatib/. (Note that a word never has more than one VV, that VV never occurs unstressed, and that a word ending with CC never has VV.)

Accordingly the marking of stress can readily be simplified. From here on, stress will be marked by the accent only if the word does not end with CC, and does not have VV. Thus stress will no longer be marked on any words similar to the examples given above, but will be marked on words such as /kátabit/, /mudárris/, /mudarrísa/.

SUPPLEMENTARY DRILLS

6.17 ˀimtiȟáan-ittaríix-issáaʕa tísʕa. 'The history examination is at 9 o'clock.' Substitute:

on Monday
at 1:00
on Thursday
at 8:30
on Friday
on Tuesday afternoon
at 9:45
on Wednesday at 1:15
on Saturday
on Thursday afternoon at 2:45

6.18 ȟísas báʕd-iddúhr^{i} sáaʕa-w rubʕ. 'The afternoon classes are one hour and a quarter.' Substitute:

half an hour
three hours
an hour and a half
four hours
three hours and a quarcer
an hour and ten minutes

LESSON 7 iddars-issaabiʕ

Conversation

LEARNING ARABIC

1. baʔaalak ʔadd^{i} ʔee-btídris ʕárabi,	How long have you been studying Arabic?
2. baʔaali ʔádris ʕárabi ħawaali sábaʕ ʔasabiiʕ. ħawaali tálat túšhur	I have been studying Arabic for about seven weeks. for about three months
3. bidzaakir ʕárabi kam saaʕa fi-lyoom,	How many hours a day do you study Arabic?
4. bazaakir ħawaali tálat saʕaat.	I study about three hours.
5. bitistáʕmil-ilʕárabi bárra-lfasl?	Do you use Arabic outside of the class?
6. áywa. ʔabilt^{i} tilmiiz min masr.	Yes. I have met a student from Egypt.
7. húwwa biysaʕídni bi-lʕárabi.	He helps me with Arabic.
8. w-ána basáʕdu bi-lʔingiliizi.	And I help him with English.
9. baħaawil ʔakallímu bi-lʕárabi.	I try to speak to him in Arabic.
10. wi húwwa biygawíbni bi-lʔingiliizi.	And he answers me in English.
11. wi-ttaalib-ilmásri da-byídris ʔee,	What is this Egyptian student studying?
12. biyídris handása fi-lgámʕa hína.	He is studying engineering here at the university.
13. ʔabilt-ittaalib da feen,	Where did you meet this student?
14. ʔabíltu máʕa waaħid sáħbi fi-lmaktába.	I met him with a friend of mine in the library.
15. w-ínta-btídris ʕárabi lee,	Why are you studying Arabic?
16. simiʕt^{i}-ktiir ʕan-ilʕárab wi taríxhum wi ʔadábhum.	I have heard a lot about the Arabs and their history and literature.
17. wi darast^{i} guɣráfyit masr,	And I studied the geography of Egypt.
18. wi ħaaxud bakaluryoos ʔadaab taxássus dirasaat-iššarʔ -ilʔáwsat.	I expect to get (will take) a B.A. with a concentration in Middle Eastern Studies.

19. wi-ssána-lgáyya ħazuur masr^{i} wi-lbilaad-ilʕarabíyya.	And next year I am going to visit Egypt and the Arab countries.
20. ʕašaan kída laazim ʔáʕraf ʕárabi.	For these reasons (hence) I must know Arabic.

Grammar

A. More on bound pronouns.

da beet-irraagil.	This is the man's house.
da beetu.	This is his house.
da bítna.	This is our house.
da dársu.	This is his lesson.
da darsína.	This is our lesson.
da kúrsi.	This is a chair.
da kursii.	This is his chair.
da kursiina.	This is our chair.

N7.1 The nouns /beet/, /dars/, and /kúrsi/ + pronoun illustrate other types of change in stem or pronoun (cf. N6.3-5). The full set of pronouns with these nouns is given below.

		beet	dars	kúrsi
I.	1 s.	beeti	dársi	kursíyya
	2 m.	beetak	dársak	kursiik
	2 f.	beetik	dársik	kursiiki
	3 m.	beetu	dársu	kursii
II.	3 f.	bítha	darsáha	kursiiha
	1 p.	bítna	darsína	kursiina
	2 p.	bítkum	darsúkum	kursiikum
	3 p.	bíthum	darsúhum	kursiihum

Table 7.1

Nouns ending in VVC shorten the VV before Group II pronouns. Note that /ee/ shortens to /i/; similarly /oo/ shortens to /u/.

Nouns ending in CC add a vowel (always stressed) before Group II pronouns. With the exception of /-na/, which takes /i/, the added vowel is the same as that of the pronoun. Note that /bint/ + pronouns should be translated 'daughter' not 'girl'.

M. nouns ending in V lengthen this V before all pronouns, and Group I pronouns have different forms. 1 s. is /-yya/ after stems ending in /i/; after stems ending in any other V, it is /-ya/: /mabnaaya/, /ˀabuuya/. 2 m. is /-k/ and 2 f. is /-ki/. 3 m. is marked only by the lengthening of the stem-final V: /mabnaa/, /ˀabuu/.

Note that /ˀabb/ 'father' and /ˀaxx/ 'brother' have different stems before pronouns: /ˀabu-/, /ˀaxu-/.

N7.2 Examining the nouns which have occurred in Lessons 1-7, you will notice that most f. nouns end in /a/, a few in a consonant: /kílma/, /sitt/. On the other hand, most m. nouns end in a C, a few in a V, /i/ or /a/: /kitaab/, /kúrsi/, /mábna/. Hence a noun ending in /a/ may be m. or f. (although most such nouns are f.). Similarly a noun ending in a C may be f. or m. (although most such nouns are m.). From now on, for every noun introduced, the gender will be identified. Nouns ending in /a/ are f. unless identified as m. Nouns ending in a C are m. unless identified as f. Nouns ending in /i/ are m; thus /kílma/, /sitt/ (f), /kitaab/, /kúrsi/, /mábna/ (m).

DRILLS

LIST 7.1 Nouns

gawaab	gawabaat	letter
ˀaxx, ˀuxt (f)	ˀixwaat	brother, sister
kúrsi	karaasi	chair
mábna (m)	mabaani	building
ɣáda (m)		lunch
dáwa (m)	ˀadwíya	medicine
saaȟib	ˀasȟaab	friend

7.1 T: beet.

S_1: feen beetak.

S_2: ahoo beeti.

Continue with the following:

bantaloon
mandiil
gawabaat
ˀasȟaab
fasl
ˀism
ˀuxt
bint
satr
kúrsi
ˀabb
ˀaxx
mábna
ɣáda
dáwa

7.2 T: beet.

S_1: beet miin da,

S_2: da beetu.

Continue with the nouns in drill 7.1.

7.3 T: beet.

S_1: feen bítkum.

S_2: ahoo bítna.

Continue with the nouns in drill 7.1.

7.4 T: beet.

S_1: húwwa da bítha?

S_2: laʔ. da miš bítha. da bíthum.

Continue with the nouns in drill 7.1.

7.5 T: ilʔooda-kbiira. íntu.

S: ʔudítkum kibiira.

T: ána.

S: ʔútti-kbiira.

Continue with other persons, using the following:

ilwaagib saʕb.
ilʔálam ʔáħmar.
ilʕarabíyya zárʔa.
issaaʕa ɣálya.
ilgawabaat muhimmiin.
ilkitaab rixiis.
iddars^{i} saʕb.
ilkúrsi-gdiid.
ilfasl^{i} faadi.
ilʔaxx^{i} ʕayyaan.

B. Verbs: more /katab/-type.

'understand'			'ask'		
fíhim	3 m.	yífham	sáʔal	3 m.	yísʔal
fíhmit	3 f.	tífham	sáʔalit	3 f.	tísʔal
fíhmu	3 p.	yifhámu	sáʔalu	3 p.	yisʔálu
fihimt	2 m.	tífham	saʔalt	2 m.	tísʔal
fihímti	2 f.	tifhámi	saʔálti	2 f.	tisʔáli
fihímtu	2 p.	tifhámu	saʔáltu	2 p.	tisʔálu
fihimt	1 s.	ʔáfham	saʔalt	1 s.	ʔásʔal
fihímna	1 p.	nífham	saʔálna	1 p.	nísʔal

'enter'			'go out'		
dáxal	3 m.	yúdxul	xárag	3 m.	yúxrug
dáxalit	3 f.	túdxul	xáragit	3 f.	túxrug
daxalt	2 m.	túdxul	xaragt	2 m.	túxrug

N7.3 The /katab/-type verbs in Lesson 6.C all have CCiC imperfect stems. Other /katab/-type verbs have CCaC or CCuC imperfect stems. The CCiC and CCaC imperfect stems are common; only a few verbs have CCuC. The vowel of the imperfect of /katab/-type verbs cannot be predicted and must be learned for each verb.

The imperatives are regular (N6.7): /ífham/ (m), /ifhámi/ (f), and /ifhámu/ (p).

Note that verbs with CCuC imperfect stems also have /u/ in the subject prefixes.

DRILLS

LIST 7.2 Verbs

báʕat, yíbʕat	send	dáxal, yúdxul	enter
sáʔal, yísʔal	ask	xárag, yúxrug	go out
fátaħ, yíftaħ	open	ʔáʕad, yúʔʕud	sit, stay
ʕírif, yíʕraf	know	tálab, yútlub	ask for
símiʕ, yísmaʕ	hear, listen		
ʔálaʕ, yíʔlaʕ	take off, undress		

7.6 T: fíhim dársu. ána.

S: fihimt^{i} dársi.

T: húmma

S: fíhmu darsúhum.

Continue with other persons, using the following:

báʕat gawaab.

sáʔal suʔaal.

fátaħ šantítu.

simʕ-ilmuħádra.

dáxal wi ʔáʕad.

tálab-innímra.

ʕirf-ilbeet.

ʔálaʕ sáʕtu.

7.7 T: laazim yífham-iddars. ána.

S: laazim ˀáfham-iddars.

T: húmma.

S: laazim yifhámu-ddars.

Continue with other persons, using the sentences in drill 7.6.

7.8 T: fihm-iddars.

S: ˀífham-iddars.

ˀifhámi-ddars.

ˀifhámu-ddars.

Continue with the sentences in drill 7.6.

7.9 laazim níktib-ilgawaab.

Substitute for /níktib/ using the following:

ˀáfal
báˁat
dáras
fátaħ
tárgim
mísik
tálab
kámmil
kátab
fíhim

7.10 ˀiktíbu-lgawaab.

Substitute for /iktíbu/ using the verbs in drill 7.9.

C. Tense prefixes.

ˁamalt^{i} ˀee-mbaariħ,	What did you do yesterday?
katabt^{i} gawaab-imbaariħ.	I wrote a letter yesterday.
zakírna-mbaariħ.	We studied yesterday.
bitíˁmil ˀee dilwáˀti,	What are you doing now?
báktib gawaab dilwáˀti.	I am writing a letter now.
binzaakir dilwáˀti.	We are studying now.
binzaakir kull^{i} yoom.	We study every day.
ħatíˁmil ˀee búkra,	What are you going to do tomorrow?
ħáktib gawaab búkra.	I am going to write a letter tomorrow.
ħanzaakir búkra.	We are going to study tomorrow.

N7.4 The tense prefixes /bi-/ and /ħa-/ are used only with the imperfect form of verbs. /ħa-/ (future) expresses future or intended action. /bi-/ (non-future) expresses action in process (continuous), or regular, repeated, and habitual action.

Note: bi- + ʔáktib = báktib
bi- + níktib = biníktib
bi- + nizaakir = binzaakir (elision of unstressed /i/)
bi- + tizaakir = bidzaakir (assimilation of /t/ to /d/)

ħa- + ʔáktib = ħáktib
ħa- + níktib = ħaníktib
ħa- + nizaakir = ħanzaakir
ħa- + tizákri = ħadzákri

N7.5 The time word /imbaariħ/ is used only with the perfect. /dilwáʔti/ and /kull^{i} yoom/ are used with the imperfect with /bi-/. /búkra/ is used with the imperfect with /ħa-/.

N7.6 Two new types of verbal sentences are also introduced here (cf. N3.3); verb + (time) complement /zakírna-mbaariħ/, and verb + object + complement /katabt^{i} gawaab-imbaariħ/.

DRILLS

7.11 T: biyíʕmil-ilwaagib kull^{i} yoom. ána.
S: báʕmil-ilwaagib kull^{i} yoom.
T: húmma.
S: biyiʕmílu-lwaagib kull^{i} yoom.

Continue with other persons, using the following:

báʕat gawaab.
simʕ-ilmuħádra.
tálab-innímra.
dáras ʔingiliizi.
kátab gawaab.
líbis gazmítu.
zaakir dársu.
dárris ʕárabi.

7.12 T: ħayíʕmil-ilwaagib búkra. ána.
S: ħaʕmil-ilwaagib búkra.
T: húmma.
S: ħayiʕmílu-lwaagib búkra.
Continue with other persons, using the sentences in drill 7.11.

7.13 T: ʕámalit ʔee-mbaariħ, kull^{i} yoom.

S: bitíʕmil ʔee kull^{i} yoom,

T: búkra.

S: ħatíʕmil ʔee búkra,

T: imbaariħ.

S: ʕámalit ʔee-mbaariħ,

Continue with the verbs in drill 7.11.

7.14 xarágna-mbaariħ. Substitute:

ínti
kull^{i} yoom
żaakir
ána
búkra
ʕírif
húmma
imbaariħ
saafir
íntu
búkra
kámmil
húwwa
fássar
dilwáʔti
ínta
líbis
íħna
kátab
búkra
íntu
símiʕ
dáras
ána
imbaariħ
kull^{i} yoom
híyya
xárag
búkra
imbaariħ

D. Active participles of /katab/-type verbs.

kátab-ilgawaab.	He wrote the letter.
biyíktib-ilgawaab.	He is writing the letter.
húwwa kaatib.	He (is the one who) has written.
húwwa katb-ilgawaab.	He has written the letter.
híyya kátba.	She (is the one who) has written.
húmma katbiin.	They (are the ones who) have written.
xárag-imbaariħ.	He went out yesterday.
biyúxrug dilwáʔti.	He is going out now.
húwwa xaarig dilwáʔti.	He is going (is about to go) out now.
híyya xárga.	She is going (is about to go) out.
húmma xargiin.	They are going (are about to go) out.

N7.7 The active participle of /katab/-type verbs has the structure CaaCiC and is regularly derived from the 3 m. perfect form of the verb.

Like adjectives, the active participle is inflected for gender or number. The f. is marked by /-a/: /kátba/, /xárga/; and the p. by /-iin/: /katbiin/, /xargiin/.

Like verbs, the active participle may take an object /katb-ilgawaab/, or a complement /xaarig dilwáʔti/.

The active participle of all verbs except verbs of locomotion is used to express 'the doer of' or 'the one who has done' the action. In meaning, these participles match closely the present perfect construction in English.

The active participle of verbs of locomotion (like /xárag/ 'go out', /dáxal/ 'enter') expresses 'the doer of' or 'the one who is doing' or 'the one who is about to do' the action.

DRILLS

7.15 T: ʕírif. ínti.

S: ʕirífti. ínti ʕárfa.

T: íħna.

S: ʕirífna. íħna ʕarfiin.

Continue with other persons, using the following:

símiʕ

fíhim

ʔákal

líbis

dáras

ʔáʕad

7.16 T: ħayúdxul. ínta.

S: ħatúdxul. ínta daaxil.

T: íħna.

S: ħanúdxul. íħna daxliin.

Continue with other persons, using the following:

nízil

xárag

7.17 T: ʔálaʕ sáʕtu. híyya.

S: ʔálaʕit saʕítha. híyya ʔálʕa saʕítha.

T: húmma.

S: ʔálaʕu saʕíthum. húmma ʔalʕiin saʕíthum.

Continue with other persons, using the following:

báʕat gawaab.
ʕámal wágbu.
líbis sáʕtu.
dáras duruusu.
laa ʕámal wágbu wála dáras duruusu.

SUPPLEMENTARY DRILLS

7.18 baʔaali ʔádris ʕárabi ħawaali xámas ʔasabiiʕ.

Substitute for /xámas ʔasabiiʕ/:

8 weeks
4 months
3 weeks
9 months
10 weeks
5 months
6 weeks
7 months
6 months
7 weeks

7.19 múmkin tiʔúlli-ssaaʕa kaam min fádlak,

Substitute for /issaaʕa kaam/:

How many classes a week do you have?
When are the Arabic classes?
How many minutes are there in a class period?
How many hours do you study Arabic?
When is the physics exam?
Where did you meet this student?
What is this student studying?
How long have you been studying Arabic?
What time did you leave?
What is the temperature today?

7.20 múmkin tiʔuliili-ssaaʕa kaam min fádlik,

Continue as in drill 7.19.

Conversation

PREPARING FOR AN EXAM

1. ʔee-lħikaaya ya rašaad.	What's the matter (story), Rashad?
itʔaxxart^{i} lee,	Why are you late?
2. ʔaasif la muʔáxza. itʔaxxart^{i} fi-nnoom,	I'm sorry, I overslept.
3. ʕašaan-ilminábbih bitaaʕi wíʔif.	Because my alarm clock stopped.
4. ímta-rgiʕt^{i}-mn-ilʔagaaza.	When did you get back from the vacation?
5. rigiʕt-imbaariħ.	I got back yesterday.
ʔáwwil-imbaariħ	the day before yesterday
imbarħ-issubħ	yesterday morning
imbarħ-idduhr	yesterday noon
imbaariħ bi-lleel	last night
min šuwáyya	a little while ago
6. ħatíʕmil ʔee-nnahárda,	What are you going to do today?
innahárda-ssubħ	this morning
innahárda-dduhr	at noon
innahárda baʕd-idduhr	this afternoon
illilaadi	tonight
7. ħaruuħ-ilmaktába ʕašaan ʔazaakir li-lʔimtiħaan.	I'm going to go to the library to study for the examination.
8. híyya-lmaktába maʔfuula-nnahárda?	Is the library closed today?
9. laʔ. ilmaktába maftuuħa-lɣayt -issaaʕa xámsa misaaʔan.	No. The library is open until 5:00 p.m.
10. ħatíshar-illeela?	Are you going to stay up late?
11. áywa. ħazaakir liɣayt-issaaʕa wáħda sabaaħan.	Yes. I am going to study until 1:00 a.m.
12. ímta ʔimtiħaanak.	When is your exam?

13. ʔimtiħaan-ittariix búkra -ssubħ-issaaʕa tamánya.	The history exam is tomorrow mornin at 8:00.
14. wi ʔimtiħaan-ilguγráfya búkra baʕd-idduhr.	And the geography exam is tomorrow afternoon.
búkra bi-lleel	tomorrow evening
baʕd^{i} búkra-ssubħ	the day after tomorrow in the morning
baʕd^{i} búkra bi-lleel	the day after tomorrow in the evening
15. táyyib, yálla biina-nruuħ -ilmaktába.	Fine, let's go to the library.
16. issaaʕa báʔit ħidaašar. íħna mitʔaxxariin.	It's already eleven o'clock. We're late.
17. líssa bádri. taʕaala nísrab fingaan ʔáhwa.	It's still early. Come let's drink a cup of coffee.
18. bádri? laʔ, da wáxri ʔáwi.	Early? No, it's very late.

Grammar

A. /bitaaʕ/ phrases.

kitaabi-gdiid.	My book is new.
ilkitaab bitaaʕi-gdiid.	The book belonging to me is new.
ilkitaab bitaaʕi.	The book belongs to me.
ilkitaab-ilgidiid bitaaʕi.	The new book belongs to me.
ilkitaab bitaaʕ-ittilmiiz.	The book belongs to the student.
ilkitaab bitaaʕu.	The book belongs to him.
ilkútub bituuʕu.	The books belong to him.
ilkútub bitúʕha.	The books belong to her.
issaaʕa-btaʕt-ilwálad.	The watch belongs to the boy.
issaaʕa-btáʕtu.	The watch belongs to him.
issaʕaat bituuʕu.	The watches belong to him.

N8.1 Possession and similar relationships (N6.1), may be indicated by the construct phrase (noun + noun/bound pronoun). For most nouns, possession may also be indicated using /bitaaʕ/: noun + /bitaaʕ/ + noun/bound pronoun. In this construction, nouns preceding (possessed) /bitaáʕ/ are always definite.

/bitaaʕ/ agrees in gender or number with the preceding noun. The form /bitaaʕ/ is used with m. nouns and /bituuʕ/ with p. nouns. These stems + pronouns undergo the same changes as stems ending in VVC (N7.1). The f. form is /bitaaʕit/ and undergoes changes as stems ending in /iC/ (N6.5).

/bitaaʕ/ is not used to indicate possession with nouns of family relationships except /issitt^{i}-btáʕti/ 'my wife'.

/bitaaʕ/ phrases are used as noun attributives and occur in subjects /ilkitaab bitaaʕi-gdiid/ and in predicates /ilkitaab bitaaʕu/.

DRILLS

8.1 ilfustaan da-btaaʕ-issitt. Substitute for /fustaan/:

ilkitaab
iššánta
ilgízam
ilʕarabíyya
ilmandiil
ilkútub
issaaʕa

iššúnat
ilmábra
ilʔálam
ilburneeta
ilmanadiil
ilmaȟfáza
ilʔilaam

8.2 ilfustaan bitaaʕ-issitt^{i} γaali.

Substitute for /fustaan/, using the nouns in drill 8.1.

8.3 T: kitaab.

S_1: feen-ilkitaab bitaaʕak.

S_2: ahoo-lkitaab bitaaʕi.

Continue with the nouns in drill 8.1.

8.4 T: kitaab.

S_1: feen-ilkitaab bitáʕkum.

S_2: ahoo-lkitaab bitáʕna.

Continue with the nouns in drill 8.1.

8.5 T: kitaab.

S_1: ilkitaab da-btaaʕ miin,

S_2: ilkitaab da-btaaʕu.

S_3: da-lkitaab bitaaʕu.

Continue with the nouns in drill 8.1.

8.6 T: kitaab.

S_1: húwwa-lkitaab da-btáʕha?

S_2: laʔ. ilkitaab da miš bitáʕha. da-btáʕhum.

Continue with the nouns in drill 8.1.

B. Prepositional phrases.

ilkitaab ʕála-lmáktab.	The book is on the desk.
ilkitaab ʕála maktábi.	The book is on my desk.
ilkitaab ʕála máktab-ilmudiir.	The book is on the director's desk.
ilkitaab ʕála máktab kibiir.	The book is on a large desk.
ilkitaab miš ʕála-lmáktab.	The book is not on the desk.

N8.2 A prepositional phrase consists of a preposition followed by a noun, or a noun phrase (construct or attributive). Construct and attributive phrases may be definite or indefinite.

Prepositional phrases are commonly used as predicates of equational sentences.

DRILLS

LIST 8.1 Nouns and prepositions

filuus (f)		money
dulaab	dawaliib	closet
durg	draag	drawer
wáraʔa	ʔawraaʔ	sheet of paper, leaf

fi	in
ʕála	on
máʕa	with
ʔabl	before
baʕd	after
ʔusaad	facing

8.7 T: ilfiluus fi-lmaȟfáza.

S: filuusi-f maȟfáztak.

Continue with the following:

ilfiluus fi-lmaȟfáza. (ʔadiim)
ižžakítta fi-ddulaab. (gidiid)
ilʔálam fi-ddurg. (faadi)
ilʔism^{i} ʕála-lwáraʔa. (kibiir)
ilwáraʔa ʕála-ttarabeeza. (kibiir)
ilbint^{i} máʕa-lmudarrísa. (masri).
ilkitaab máʕa-lʔaxx. (suɣáyyar)
ilgawaab máʕa-lmudiir. (gidiid)
iddulaab ʔusaad-ilmáktab. (kibiir)
ilʔimtiȟaan baʕd-ilʔagaaza. (tawiil)
ilʔimtiȟaan ʔabl-ilʔagaaza. (tawiil)

8.8 T: ilfiluus fi-lmaȟfáza.

S: filuus ʔaxuuya fi-lmaȟfáza-btaʕítha.

Continue with the sentences in drill 8.7.

8.9 T: ilfiluus fi-lmaȟfáza. (ʔadiim)

S: ilfiluus fi-lmaȟfáza-lʔadiima.

Continue with the sentences in drill 8.7.

C. Passive participles of /katab/-type verbs.

kátab-ilgawaab.	He wrote the letter.
ilgawaab maktuub.	The letter has been written.
ilgawabaat maktubiin.	The letters have been written.
kátab-ilgúmla.	He wrote the sentence.
ilgúmla maktuuba.	The sentence has been written.
ilgúmal maktubiin.	The sentences have been written.

N8.3 The passive participle of /katab/-type verbs has the structure maCCuuC. Like the active (N7.7), the passive participle is inflected for gender or number.

The passive participle expresses 'the result of' the action, and always implies completed action: /maktuub/ 'the result of writing', 'something written'.

Note that the object of the verbal sentence functions as the subject, and the passive participle as the predicate of the equational sentence.

DRILLS

LIST 8.2 Nouns

baab	bíbaan	door
soot	ˀaswaat	voice, noise, sound
ȟikaaya	ȟikayaat	story
ʕílba	ʕílab	box
šubbaak	šababiik	window

8.10 ilkitaab maˀfuul. Substitute:

ilˀooda
ilbaab
iššánta
ilˀúwad
iššubbaak
ilbíbaan
ilmaktába
ilgawaab
iššúnat
ilʕílba
iddulaab
iššababiik
ilgawabaat
iddurg
ilʕílab

8.11 ilkitaab miš maˀfuul. ilkitaab maftuuȟ.
Substitute, using the nouns in drill 8.10.

8.12 T: kátab-ilgawaab.
S: zeenab kátba-lgawaab.
ilgawaab maktuub.

Continue with the following:

ʕámal-ilwaagib.
simʕ-issoot.
tálab-innímra.
fátaȟ-ilbaab.
ˀáfal-iššubbaak.
ʕirf-ilȟikaaya.
fihm-ilmuȟádra.
ˀáfal-ilkitaab.

8.13 T: kátab-ilgawaab.
S_1: iktíbu-gawaab.
S_2: ilgawaab maktuub.
Continue with the sentences in drill 8.12.

D. Verbal sentences: time and place complements.

xárag-ímta,	When did he go out?
xárag-imbaariȟ.	He went out yesterday.
xárag-issaaʕa ʕášara.	He went out at ten o'clock.
ȟayúxrug búkra.	He is going to go out tomorrow.
dáxal feen,	Where did he enter?
dáxal-ilbeet.	He entered the house.
dáxal-ilbeet-ímta,	When did he enter the house?
dáxal-ilbeet-issaaʕa xámsa.	He entered the house at 5 o'clock.
biyzaakir feen,	Where is he studying?
biyzaakir hína/hinaak.	He studies here/there.
biyzaakir fi-lbeet.	He is studying at home.
biyzaakir fi-lbeet-ímta,	When does he study at home?
biyzaakir fi-lbeet bi-lleel.	He studies at home in the evening.

N8.4 The question words /ímta/ and /feen/ can be replaced by complements. Time complements replace /ímta/ and place complements /feen/.

Complements usually follow the verb. If the verb has an object, complements follow the object. Time, but not place, complements may precede the verb.

If both place and time complements occur after the verb (and the object if there is one), place complements precede time.

DRILLS

LIST 8.3 Verbs

rígiʕ	yírgaʕ	return
síhir	yíshar	stay up, stay awake
šírib	yíšrab	drink
wísil	yíwsal	arrive
tíʕib	yítʕab	become tired
ríkib	yírkab	ride, board
dárab	yídrab	beat, hit
dáfaʕ	yídfaʕ	pay
kásar	yíksar	break

8.14 xaragt-imbaariħ bi-lleel. Substitute:

zaakir.
rígiʕ.
saafir.
síhir.
wísil.
tíʕib.
dáfaʕ.
dáxal-ilʔooda.
šírib ʔáhwa.
kásar-ilʔálam.
rikb-ilʕarabíyya.
tálab-innímra.
ʕámal-ilwaagib.
dárab-ilwálad.

8.15 ħanúxrug búkra.

Continue using the sentences in drill 8.14.

E. Numerals: 20-99.

ʕišriin	20	waaħid wi ʕišriin	21
talatiin	30	itneen wi talatiin	32
ʔarbiʕiin	40	talaata-w ʔarbiʕiin	43
xamsiin	50	ʔarbáʕa-w xamsiin	54
sittiin	60	xámsa-w sittiin	65
sabʕiin	70	sítta-w sabʕiin	76
tamaniin	80	sábʕa-w tamaniin	87
tisʕiin	90	tamánya-w tisʕiin	98

DRILLS

8.16 T: talaata zaaʔid sítta - ysaawi kaam,
S: tísʕa.
T: wi sítta.
S: xamastaašar.
T: wi sítta.
S: waaħid wi ʕišriin.
Continue, adding six.
Repeat, adding four.

8.17 T: talaata-f tamánya-ysaawi kaam,

S: ʔarbáʕa-w ʕišriin.

Continue with the following:

5 x 9
7 x 8
9 x 4
6 x 7
8 x 9
4 x 6
9 x 7
8 x 6
9 x 5
8 x 7
7 x 3
6 x 6

N8.5 Verb classes. Some verbs have the same stems in the perfect and imperfect; this is true of all /kallim/ and /zaakir/-type verbs. The /katab/-type verbs, however, always show a change from the perfect to the imperfect stems: CVCVC becomes CCVC. In addition to this change in structure, the vowel of the imperfect stem may or may not be the same as the second vowel of the perfect stem.

These facts allow us to set up classes of verbs, actually classes of verb stems or classes of perfect to imperfect stem changes.

CLASS I: No change in stem.

To this class belong all CVCCVC and CVVCVC verbs.

kállim	yikállim
tárgim	yitárgim
zaakir	yizaakir

CLASS II: The /i/ class.

To this class belong all CVCVC verbs with CCiC imperfect stems.

kátab	yíktib
líbis	yílbis

CLASS III: The /a/ class.

To this class belong all CVCVC verbs with CCaC imperfect stems.

sáʔal	yísʔal
fíhim	yífham

CLASS IV: The /u/ class.

To this class belong all CVCVC verbs with CCuC imperfect stems.

dáxal	yúdxul

From now on, a vowel in parentheses after the verb will identify the stem class to which it belongs. No vowel after a verb will identify a Class I verb; thus /kátab/ (i), /fíhim/ (a), /kállim/.

SUPPLEMENTARY DRILLS

8.18 rígʕu-mbarħ-issubħ. Substitute for /imbarħ-issubħ/:

today
the day before yesterday
yesterday at noon
this afternoon
last night

today at 10:15
yesterday morning
at night
this morning
yesterday in the afternoon

8.19 ʔimtiħaan-ittabiiʕa búkra-ssubħ. Substitute for /búkra-ssubħ/:

tomorrow afternoon
the day after tomorrow
today at noon
tonight
tomorrow night

tomorrow morning at 9:30
the day after tomorrow in the morning
this afternoon
tomorrow at noon
tomorrow night at 8:45

8.20 ʔee-lħikaaya ya saami. itʔaxxart^{i} lee, Substitute for /itʔaxxart/:

return early
stay up late
drink the medicine
arrive late
open the drawer

ride in my car
beat the boy
pay the money
break the box
grasp the pencil

8.21 ʔee-lħikaaya ya saami. bititʔáxxar lee,
Substitute for /bititʔáxxar/ using the items in drill 8.20.

Conversation THE MONTHS

1. innahárda kaam fi-ššahr.	What is the date today?
2. innahárda tisaʕtaašar nuvímbir.	Today is November 19.
yanaayir	January
fibraayir	February
maaris	March
ʔabriil	April
maayu	May
yúnyu	June
yúlyu	July
ʔaɣústus	August
sibtímbir	September
ʔuktoobir	October
nuvímbir	November
disímbir	December
3. ímta ʕiid milaadak.	When is your birthday?
4. ʕiid milaadi-lʔusbuuʕ-ilgayy.	My birthday is next week.
iššahr-ilgayy	next month
issabt-ilgayy	next Saturday
5. kull^{i} sána w-ínta táyyib.	Many happy returns.
6. w-ínta táyyib.	Thank you (response to above).
w-ínta bi-ssíħħa wi-ssalaama.	(Another response to above.)
7. ħadrítak mitgáwwiz?	Are you married, sir?
8. áywa, wi ʕándi wálad wi bint.	Yes, and I have a boy and a girl.
9. ʕumr-íbnak kam sána,	What is your son's age?
10. kaan xámsa-ššahr-ílli faat.	He was five last month.
ilʔusbuuʕ-ílli faat	last week
ilxamiis-ílli faat	last Thursday
11. húwwa mawluud sánit tísʕa-w xamsiin.	He was born in '59.

12. wi bíntak ʕandáha kam sána,	And what is your daughter's age?
13. kaanit tálat siniin yúlyu-lli faat.	She was three last July.
ħatkuun ʔárbaʕ siniin yúlyu-lgayy.	She will be four next July.
14. baʔaalak ʔadd^{i} ʔee-f ʔamriika,	How long have you been in America?
15. baʔaali ħawaali xámas túšhur.	About five months.
16. itfarrágtu ʕa-lbálad?	Have you seen much of the city?
17. laʔ líssa. ʔinšaaʔ-allaah fi-lʔagaaza.	No, not yet. I hope to do so during the vacation.
18. iššahr^{i} da ʕandína ʔárbaʕ tiyyaam ʔagaaza bi-munásbit ʕiid-iššukr.	This month we have four days vacation for Thanksgiving.
19. ʕiid-iššukr^{i} raabiʕ xamiis fi-šahr^{i} nuvímbir.	Thanksgiving is the fourth Thursday in November.
20. issanaadi ʕiid-iššukr^{i} yoom sítta-w ʕišriin nuvímbir.	This year Thanksgiving is November 26.

Grammar

A. More on prepositional phrases.

ilkitaab ʕála-lmáktab.	The book is on the desk.
ilkitaab ʕalee.	The book is on it.
ilʔálam taħt-ilmáktab.	The pencil is under the desk
ilʔálam táħtu.	The pencil is under it.
ilʔálam taħt.	The pencil is underneath.
ilkitaab miš máʕa-lmudárris.	The book is not with the teacher.

N9.1 In addition to nouns or noun phrases (N8.2), the prepositions may also be followed by pronouns (bound forms).

Some prepositions (Group I), like /ʕála/ and /máʕa/, do not occur independently, but are always followed by a pronoun, a noun, or a noun phrase. Others (Group II), like /taħt/, may be similarly followed, but may also occur independently.

In the construction preposition + pronoun, either or both may undergo some change. The changes are exactly like those in noun +

pronoun constructions (see Tables 6.1 and 7.1, and Notes 6.5 and 7.1). Prepositions ending with V lengthen this V before pronouns just like m. nouns ending with V.

Group I prepositions /min/ and /ʕála/ have short forms /mi/ and /ʕa/ which may be used in certain environments. The short forms are not used before pronouns. In all other environments, either /ʕála/ or /ʕa/ may be used. Either /min/ or /mi/ may be used before article + noun; elsewhere only /min/ is used.

/min/ or /ʕála/ + pronouns are irregular. /ʕála/ + 1 s. is /ʕaláyya/; before all other pronouns /ʕála/ has the form /ʕalee-/: /ʕaleek/ (2 m), /ʕaleeki/ (2 f), etc. /min/ doubles the /n/ before all pronouns: /mínni/, /mínnak/, /mínnik/, etc., and before Group II pronouns there are alternate forms: /minnáha/, /minnína/, /minnúkum/, /minnúhum/, or /mínḥa/, /mínna/, /mínkum/, /mínhum/.

Two other Group I prepositions need special attention. /máʕa/ and /ʕand/ usually have the same equivalent in English, and hence an important distinction is easily lost sight of. In English, 'The book is with me' can mean either that the book is physically present with me, on my person (e.g. in my hand or pocket), or that I have it, but not on me (e.g. I have checked it out of the library but have left it in my room). In Arabic, /máʕa/ is used to express the first of these meanings 'physically present with, or on', and /ʕand/ the second. These prepositions often function as equivalents of English 'have'.

The Group II preposition /bárra/ is never followed by pronouns.

DRILLS

LIST 9.1 Prepositions

Group I				Group II	
fi	in	baʕd	after	fooʔ	above
ʕála	on	ʕand	with	taȟt	under
máʕa	with	min	from	bárra	outside
ʔusaad	facing	gamb	beside	gúwwa	inside
ʔabl	before			ʔuddaam	in front of
				wára	behind

9.1 iddoor ʕaláyya. 'It is my turn.'

T: ínta.

S: iddoor ʕaleek.

T: híyya.

S: iddoor ʕaleeha.

Continue with other persons, using the following:

ilkitaab ʕándi.

issaaʕa maʕaaya.

iššubbaak ʔusaadi.

ʔáħmad ʔábli-w zeenab báʕdi.

ʔáħmad waraaya-w ʕáli ʔuddaami.

9.2 T: ilʔamiis gúwwa-ddurg.

S: ʔamiisi gúwwa-ddurg. ʔamíshum gúwwa.

T: ittazkára fi-lmaħfáza.

S: tazkárti fi-lmaħfáza. tazkaríthum fi-lmaħfáza.

Continue with the following:

iddulaab ʔusaad-iššubbaak. (gamb)

iddáwa gúwwa-lʕílba. (taħt)

iššánta fooʔ-iddulaab. (taħt)

ilʔagaaza ʔabl-ilʕiid. (baʕd)

ilʕarabíyya ʔuddaam-ilmábna. (wára)

ilwáraʔa taħt-ilkitaab. (fooʔ)

ilʔamiis gúwwa-ddurg. (fooʔ)

ilkúrsi wára-lbaab. (gamb)

ilwáraʔa gúwwa-lgawaab. (ʕála)

ilmudárris bárra-lfasl. (gúwwa)

9.3 T: iddulaab ʔusaad-iššubbaak. gamb.

S: iddulaab miš ʔusaad-iššubbaak. iddulaab gámbu.

T: ilkitaab máʕa-lmudarrísa. ʕand.

S: ilkitaab miš máʕa-lmudarrísa. ilkitaab ʕandáha.

Continue with the sentences in drill 9.2.

B. The relative /ílli/.

ilkitaab ʕála-lmáktab.	The book is on the desk.
ilkitaab-ílli ʕála-lmáktab kibiir.	The book (which is) on the desk is big.
ilkitaab-ilkibiir-ílli ʕála-lmáktab bitaaʕi.	The big book on the desk belongs to me.
kitaab-ilwálad-ílli ʕála-lmáktab gidiid.	The boy's book on the desk is new.
kitaab-ilmudarrísa-lli ʕa-lmáktab mišˇ gidiid.	The teacher's book on the desk is not new.

N9.2 In addition to its use as a predicate (N8.2), the prepositional phrase is also used attributively. When used as an attributive of a definite noun or noun phrase, the prepositional phrase is always introduced by the relative /ílli/ 'who, which, that'.

DRILLS

9.4 T: ilʔamiis gúwwa-ddurg.
S: ilʔamiis-ílli gúwwa-ddurg^{i}-btaaʕi.
Continue with the sentences in drill 9.2.

9.5 T: ilʔamiis gúwwa-ddurg.
S: ilʔumsaan-ílli gúwwa-ddurg^{i}-btuuʕi.
Continue with the sentences in drill 9.2.

9.6 T: ilfiluus fi-lmaȟfáza. (ʔadiim).
S: ilfiluus-ílli fi-lmaȟfáza ʔadiima.
Continue with the sentences in drill 8.7.

C. Dual form of nouns.

ilwálad nabiih.	The boy is intelligent.
ilbint^{i} nabiiha.	The girl is intelligent.
ilʔawlaad núbaha.	The boys are intelligent.
ilbanaat núbaha.	The girls are intelligent.
ilwaladeen núbaha.	The two boys are intelligent.
ilbinteen núbaha.	The two girls are intelligent.

ilgumliteen dool muhimmiin.	These two sentences are important.
kitaabi-gdiid.	My book is new.
ilkitaab bitaaʕi-gdiid.	My book is new.
kútubi gudaad.	My books are new.
ilkútub bituuʕi gudaad.	My books are new.
ilkitabeen bituuʕi gudaad.	My two books are new.

N9.3 In addition to a s. and a p. form, nouns have a dual (d) form marked by the suffix /-een/.

F. nouns ending in /a/ have the bound form before /-een/: /gúmla/, /gumliteen/. A few f. nouns are irregular and should be noted. /sitt/ adds /-it/: /sittiteen/; with /sána/ and /lúɣa/, /-t/ does not replace /a/ but is simply added: /sanateen/, /luɣateen/.

M. nouns ending in /i/ add /yy/: /kúrsi/, /kursiyyeen/; and m. nouns ending in /a/ add /y/: /mábna/, /mabnayeen/.

All other m. and f. nouns just add /-een/: /waladeen/, /darseen/, /binteen/.

The demonstrative, /bitaaʕ/, and adjectives do not have d. forms. With d. nouns, the p. forms are used.

With s. and p. nouns, possession may be indicated by bound pronouns or by /bitaaʕ/ phrases (N8.1). With d. nouns, possession is usually indicated only with /bitaaʕ/.

DRILLS

9.7 T: šánta.

S_1: feen-iššantiteen.

S_2: ahúm iššantiteen.

Continue with the following:

bádla
gázma
ʕarabíyya
gúmla
saaʕa
tazkára

maȟfáza
ʔooda
saaȟib
gawaab
raagil
waagib
ʔálam

bantaloon
mandiil
beet
bint
sitt

sána
lúɣa
kúrsi
mábna
dáwa
ʔaxx

9.8 T: ilʔooda-kbiira.

S: ilʔutteen dool kubaar.

Continue with the sentences in drill 7.5.

9.9 T: ilgízam.

S_1: feen-ilgazmiteen bituuʕak.

S_2: ahúm-ilgazmiteen bituuʕi.

Continue with the nouns in drill 8.1.

9.10 T: ilʔamiis gúwwa-ddurg.

S: ilʔamiseen bitúʕna gúwwa-ddurg.

Continue with the sentences in drill 9.2.

D. Verbs: /šaaf/-type.

šaaf/ (u) 'see'

šaaf	3 m.	yišuuf
šaafit	3 f.	tišuuf
šaafu	3 p.	yišuufu
šuft	2 m.	tišuuf
šúfti	2 f.	tišuufi
šúftu	2 p.	tišuufu
šuft	1 s.	ʔašuuf
šúfna	1 p.	nišuuf

N9.4 /šaaf/-type verbs have two CVVC stems: CaaC for 3rd pers. perfect, and CuuC for all other perfect and imperfect forms. These verbs hence belong to the /u/ class (N8.5). Note that in the 1st and 2nd pers. perfect /uu/ is shortened to /u/ before CC.

The imperatives are regular: /šuuf/, /šuufi/, and /šuufu/.

DRILLS

LIST 9.2 Verbs

ʔaal (u)	say, tell
ʔaam (u)	get up
raaħ (u)	go
zaar (u)	visit
faat (u) ʕála	drop in
saaʔ (u)	drive

9.11 T: ʔaal kída. ána.

S: ʔult^{i} kída.

T: húmma.

S: ʔaalu kída.

Continue with other persons, using the following:

raaȟ hinaak.

zaar sáȟbu fi-lbeet.

faat ʕála sáȟbu fi-lmáktab.

saaʔ-ilʕarabíyya-btáʕtu.

šaaf-ilmudiir.

ʔaam wi xárag.

9.12 T: ȟayʔuul kída. ána.

S: ȟaʔuul kída.

Continue with other persons, using the sentences in drill 9.11.

9.13 T: ʔaal ilkílma taani.

S: ʔuul-ilkílma taani.

ʔuuli-lkílma taani.

ʔuulu-lkílma taani.

Continue with the sentences in drill 9.11.

E. The verb /kaan/ is equational sentences.

ilʔimtiȟaan sahl.	The examination is easy.
ilʔimtiȟaan kaan sahl.	The examination was easy.
ilʔimtiȟaan ȟaykuun sahl.	The examination will be easy.
ilwálad fi-lbeet.	The boy is in the house.
ilwálad kaan fi-lbeet.	The boy was in the house.
ilbint^{i} kaanit fi-lbeet.	The girl was in the house.
ilbanaat ȟaykuunu fi-lmadrása.	The girls will be in the school.

N9.5 In Arabic as in English, the verb 'be' /kaan/ (/u/-class /šaaf/-type) is used in constructions in which other verbs are not used. /kaan/ (and one other verb to be introduced later) is used in equational sentences (cf. N1.1), where it functions as a time marker.

9.14 T: il?imtiħaan sahl.

S: il?imtiħaan kaan sahl-imbaariħ.

Continue with the following:

iššánta foo?-iddulaab.
axuuya taʕbaan.
issáma-myayyíma.
íħna fadyiin.
il?amiseen gúwwa-ddurg.
ittalámza mašyuliin.
itta?s^{i} gamiil.
ilbanaat máʕa-lmudarrísa.
?utt-innázra fádya.
ilmudarrisiin hína.
ilmaktába ma?fuula.

9.15 T: il?imtiħaan sahl.

S: il?imtiħaan ħaykuun sahl^{i} búkra.

Continue with the sentences in 9.14.

9.16 ilkútub kaanu ma?fuliin. Substitute:

il?ooda
ilbaab
iššantiteen
iššubbaak
ilʕílba

iddurgeen
iddulaab
ilbibaan
ilmaktába
ilgawaab

ilʕílab
iššánta
il?utteen
iddurg
iššababiik

9.17 T: kaan mašyuul-imbaariħ. híyya.

S: kaanit mašyuula-mbaariħ.

Continue with other persons, using the following:

kaan taʕbaan-imbaariħ.
ħaykuun faadi búkra.
kaan ʕayyaan-imbaariħ.
kaan fi-lgámʕa-mbaariħ.
ħaykuun gaahiz búkra.

9.18 ħadṛítak mitgáwwiz? Substitute:

ready
an American
cold
tired
free
a teacher
an Egyptian
at home
up there
do you see (šaayif)
do you know (ʕaarif)
do you understand (faahim)
are you going there
his brother
her father

9.19 innaħáṛda yoom sabaʕtaašaṛ nuvímbir. Substitute:

March 3
June 15
August 19
December 26
February 9
May 12
July 14
January 31

9.20 baʔaali hína ħawaali xámas túšhur. Substitute:

9 months
3 weeks
10 days
5 hours
9 minutes
7 months
4 days
8 weeks
4 years
6 hours
10 years
3 months
5 minutes
9 weeks
3 years

9.21 rigiʕt-imbaariħ. Substitute:

last week
last month
at 10:35
last year
the day before yesterday
on Monday
on July 6
in the afternoon
after the holiday
after 6 years
last July
yesterday afternoon
after Thanksgiving
after 3 months
last May

Conversation

A TRIP TO NEW YORK

1. safirt^{i} New York ʕan tariiʔ Chicago-sseef-ílli faat.	I went to New York by way of Chicago last summer.
2. ʔumt^{i} min Austin bi-lʕarabíyya -btáʕti yoom litneen-issubħ^{i} bádri.	I left Austin in my car early Monday morning.
3. wi suʔt^{i} ħawaali rúbʕu miit miil fi-lyoom.	And I drove about 400 miles a day.
4. futt^{i} ʕála ʔaxuuya-f Chicago-w nimt^{i} ʕándu leela.	I dropped in on my brother in Chicago and stayed with him overnight.
5. biʕt-ilʕarabíyya-w tirt^{i} min Chicago li New York.	I sold the car and flew from Chicago to New York
6. ittayyaara ʕamalítha-b saʕteen.	The plane made it in two hours.
7. wisilt^{i} New York yoom-ilgúmʕa baʕd-idduhr.	I arrived in New York on Friday afternoon.
8. wi-nzilt^{i}-f lukánda-kbiira-f Manhattan.	And I stayed in a big hotel in Manhattan.
9. ʔaʕatt^{i} fi New York ʔusbuʕeen.	I remained in New York for two weeks.
10. wi zurt-ilmáʕrad-ilʕalámi-w šuft -ilmaʕrudaat-ilmasríyya.	I visited the Worlds Fair and saw the Egyptian exhibit.
11. ruħt-ilʔunsulíyya-lmasríyya-w ʔabilt-ilʔúnsul.	I went to the Egyptian Consulate and met the consul.
12. zurt^{i} waaħid sáħbi-f beetu, wi baʕdeen-itfassáħna máʕa baʕd^{i} fi-lbálad.	I visited at the home of one of my friends, and afterwards the two of us looked around the city.
13. sibt^{i} New York taani yoom wi xatt -ilʔutubiis li Washington.	I left New York the following day and took the bus to Washington.
14. rigiʕt^{i} Austin bi-lʔatr^{i} min Washington.	I returned to Austin by train from Washington.

15. ilʔatr^{i} kaan sariiʕ gíddan, wi mawʔifš-ílla fi-lmaȟattaat-ilkubaar.	The train was very fast and did not stop except at main stations.
16. irríȟla kaanit mumtíʕa gíddan.	The trip was very enjoyable.
17. ʕamalt^{i} ȟawaali xámas talaaf miil fi múddit tálat ʔasabiiʕ.	I made about 5,000 miles in (the period of) three weeks.

Grammar

A. Verbs: more /šaaf/-type.

/gaab/	(i)	'bring'
gaab	3 m.	yigiib
gaabit	3 f.	tigiib
gaabu	3 p.	yigiibu
gibt	2 m.	tigiib
gíbti	2 f.	tigiibi
gíbtu	2 p.	tigiibu
gibt	1 s.	ʔagiib
gíbna	1 p.	nigiib

N10.1 /šaaf/-type verbs in Lesson 9.D have the stems CaaC and CuuC. Other verbs of this type have CaaC and CiiC. These verbs belong to the /i/ class (N8.5).

The imperatives are regular: /giib/, /giibi/, and /giibu/.

Unlike /katab/-type verbs (Notes 7.7 and 8.3), /šaaf/-type verbs have only one participle. The participle of /šaaf/-type verbs has the structure CaayiC: /šaayif/, /šáyfa/, and /šayfiin/; /gaayib/, /gáyba/, and /gaybiin/.

Two /šaaf/-type verbs are irregular in that they have the same stems in the imperfect as in the 3rd. pers. perfect. They have, however, a different stem (as do all /šaaf/-type verbs) in the 1st and 2nd pers. perfect.

/naam/	(ir)	'sleep'	/xaaf/	(ir)	'be afraid'
naam	3 m.	yinaam	xaaf	3 m.	yixaaf
nimt	2 m.	tinaam	xuft	2 m.	tixaaf

The imperative and participles of these verbs are regular.

DRILLS

LIST 10.1 Verbs

gaab (i)	bring
šaal (i)	carry
baaʕ (i)	sell
saab (i)	leave
taar (i)	fly
γaab (i)	be absent
naam (ir)	sleep
xaaf (ir) min	be afraid of

10.1 T: gaab-ilʕarabíyya.

S: gibt-ilʕarabíyya.

T: húmma.

S: gaabu-lʕarabíyya.

Continue with other persons, using the following:

šaal-iššánta.

baaʕ-ilʕarabíyya.

γaab yumeen.

naam tálat saʕaat.

xaaf min-ilmudiir.

saab šantítu-w saafir.

10.2 T: ȟaygiib-ilʕarabíyya. ána.

S: ȟagiib-ilʕarabíyya.

Continue with other persons, using the sentences in drill 10.1.

10.3 T: gaab-ilkitaab.

S: giib-ilkitaab.

giibi-lkitaab.

giibu-lkitaab.

Continue with the sentences in drill 10.1.

10.4 ȟangiib ˀee, Substitute:

ˀaal
báʕat
tálab
dáras
zaakir
baaʕ
líbis
símiʕ
saaˀ
tárgim
ʕámal
šaaf
šaal
kátab
gaab

10.5 bitruuħi feen, Substitute:

dárris	zaakir
ʔáʕad	kátab
saafir	xárag
saaʔ	raaħ
naam	taar

B. Participles of /kallim/- and /zaakir/-type verbs.

kállim-ilmudárris.	He spoke to the teacher.
húwwa-mkállim-ilmudárris.	He has spoken to the teacher.
híyya-mkallíma-lmudárris.	She has spoken to the teacher.
húmma-mkallimiin-ilmudárris.	They have spoken to the teacher.
zaakir.	He studied.
húwwa-mzaakir.	He has studied.
híyya-mzákra.	She has studied.

N10.2 Like /šaaf/-type verbs (N10.1), /kallim/ and /zaakir/-type verbs have only one participle, formed by prefixing /mi-/ to the stem (3 m. perfect): /mikállim/, /mikallíma/, and /mikallimiin/.

DRILLS

10.6 T: ħayruuħ hinaak. húwwa raayiħ hinaak. ána.

S: ħaruuħ hinaak. ána raayiħ hinaak.

ħaruuħ hinaak. ána ráyħa-hnaak.

T: húmma.

S: ħayruuħu-hnaak. húmma rayħiin hinaak.

Continue with other persons, using the following:

ħayʔuum wi yúxrug. húwwa ʔaayim wi xaarig.
ħaysaafir búkra. húwwa-msaafir búkra.
biysuuʔ-ilʕarabíyya. húwwa sayʔ-ilʕarabíyya.
biyšuuf kull^{i} ħaaga. húwwa šaayif kull^{i} ħaaga.
biyxaaf mínna. húwwa xaayif mínna.
biyšiil-iššánta. húwwa šayl-iššánta.
biynaam wi-yʔuum hína. húwwa naayim wi ʔaayim hína.

10.7 T: ʔaal-ilkílma di. húwwa ʔayl-ilkílma di. ána.
S: ʔult-ilkílma di. ána ʔayl-ilkílma di.
ʔult-ilkílma di. ána ʔáyla-lkílma di.
T: húmma.
S: ʔaalu-lkílma di. húmma ʔayliin-ilkílma di.

Continue with other persons, using the following:

baaʕ-ilʕarabíyya.
zaakir saʕteen.
kámmil-ilwaagib.
báʕat-ilgawaab.
naam saʕteen-illeela-lli faatit.
ʔabl-ilmudiir min šuwáyya.

C. Negation of verbs.

ħaysaafir bukra.	He is going to travel tomorrow.
miš ħaysaafir búkra.	He is not going to travel tomorrow.
kátab-ilgawaab.	He wrote the letter.
makatabš-ilgawaab.	He did not write the letter.
biyífham ʕárabi.	He understands Arabic.
mabyifhamš^{i} ʕárabi.	He does not understand Arabic.
ʔaalu ʔee,	What did they say?
maʔaluuš ħaaga.	They did not say anything.
rúħna-lbeet.	We went home.
maruħnaaš-ilbeet.	We did not go home.
šuft^{i} miin,	Whom did you see?
mašúftiš ħadd.	I did not see anyone.
zakirt-iddars?	Did you study the lesson?
mazakírtiš-iddars.	I did not study the lesson.

N10.3 To negate the imperfect with /ħa-/, /miš/ is used before the verb.

To negate any other verb form, /ma-/ is prefixed and /-š/ (or /-iš/ to avoid CCC) is suffixed to the verb. Note that final V lengthens before the suffix (cf. N7.1), that VV shortens before CC, and when unstressed, and that unstressed /i/ elides unless CCC would result; hence /biyífham/, /mabyifhamš/, but /biyʔuul/, /mabiyʔulš/.

Note that with verbs ending in /s, z/, the final consonant assimilates to /-š/ in the negative: /dáras/, /madarašš/.

DRILLS

LIST 10.2 Verbs

fássar
ħaawil
dáras
nízil
símiʕ

xárag
raaħ
ʔaam
ɣaab
naam

10.8 T: saafir.
S: masafirš.
Continue with other verbs.

10.9 T: saafir. híyya.
S: sáfrit. masafritš.
Continue with other verbs.

10.10 T: saafir. ána.
S: safirt. masafírtiš.
Continue with other verbs.

10.11 T: saafir. húmma.
S: sáfru. masafruuš.
T: ínti.
S: safírti. masafirtiiš.
T: íħna.
S: safírna. masafirnaaš.
Continue with other verbs, using 3 p., 2 f., and 1 p. forms.

10.12 T: saafir. húmma.
S: sáfru. masafruuš.
T: híyya.
S: sáfrit. masafritš.
Continue with other persons and other verbs.

10.13 T: saafir. húmma.

S: biysáfru. mabiysafruuš.

T: híyya.

S: bitsaafir. mabitsafirš.

Continue with other persons and other verbs.

10.14 mašafš^{i} ħadd-imbaariħ. Substitute:

ínti
kállim
ána
saaʕid
búkra
íħna

imbaariħ
sáʔal
híyya
búkra
zaar
íntu

imbaariħ
faat ʕála
búkra
gaab
ínta
imbaariħ

10.15 mašafš^{i} ħaaga-mbaariħ. Substitute:

húmma
baaʕ
búkra
íħna
ʔaal
híyya
imbaariħ

báʕat
ínti
símiʕ
búkra
ínta
ʕámal
imbaariħ

íħna
kátab
búkra
ána
zaakir
imbaariħ
fássar

D. Numerals: 100-1000.

míyya	100
míyya-w xámsa	105
míyya-w xamastaašar	115
míyya xámsa-w ʕišriin	125
míyya sítta-w tamaniin	186

miteen	200	túmnu míyya	800
túltu míyya	300	túsʕu míyya	900
rúbʕu míyya	400	ʔalf	1,000
xúmsu míyya	500	ʔalfeen	2,000
súttu míyya	600	tálat talaaf	3,000
súbʕu míyya	700	ʔárbaʕ talaaf	4,000

ʔalf túsʕu míyya, ʔarbáʕa-w sittiin 1964

DRILLS

10.16 T: míyya-w xámsa zaaˀid sítta-yisaawi.

S: míyya-w ħidaašar.

T: wi sítta.

S: míyya-w sabaˁtaašar.

Continue adding 6.

10.17 T: míyya-w xámsa zaaˀid xamsiin yisaawi kaam,

S: míyya xámsa-w xamsiin.

T: wi xamsiin.

S: miteen wi xámsa.

Continue adding 50.

N10.4 Predictability of stress. In Lessons 7-10, stress has been marked by the acute accent if not predictable by the two rules given in N6.13. If you study the marking of stress in these lessons, you will observe that in almost all examples the accent is on the second last syllable. In other words, the occurrence of stress in Arabic words is almost totally predictable. We can hence add one more rule regarding the occurrence of stress and mark only the few exceptions.

The rules for the occurrence of stress are as follows: (1) If a word ends with CC, the last syllable is stressed; (2) if a word has VV, then this is stressed regardless of which syllable has VV; (remember that a word never has more than one VV, and that VV never occurs in a word ending with CC;) and (3) if a word does not end with CC, and does not have VV, then the penult is stressed. As noted above, there are a few exceptions (such as /kátabit/) to these three rules.

From now on, stress will be marked by the acute accent only if its occurrence is not predictable by these rules.

SUPPLEMENTARY DRILLS

10.18 Repeat the conversation, using 3 f. forms.

10.19 Repeat the conversation, using the imperfect with /ħa-/, and substituting /isseef-ilgayy/ for /isseef-ílli faat/ in sentence 1.

10.20 ittayyaara ʕamalítha-b saʕteen. Substitute for /saʕteen/:

5 hours
9 hours
10 hours
half an hour
an hour and a quarter
7 hours and a half
3 hours and 20 minutes
4 hours

10.21 ʔaʕatt^{i} fi New York ʔusbuʕeen. Substitute for /ʔusbuʕeen/:

6 weeks
10 days
4 weeks
3 years
2 days
8 weeks
3 months
5 days
7 years
2 months

10.22 irríħla kaanit mumtíʕa gíddan. Substitute:

long
important
difficult
beautiful
the weather
moderate
cloudy
the day
long
the holiday
short
beautiful
the hotel
expensive

Conversation

HOLIDAYS

1. imta ʕiid-ilmilaad wi raas-issana.	When is Christmas and New Years?
2. ʕiid-ilmilaad fi-lγarb^{i} yoom xamsa-w ʕišriin disimbir, wi raas-issana yoom waaħid yanaayir.	Christmas in the West is on December 25, and New Years is on January 1.
3. innama fi-ššarʔ, fii baʕd^{i} masiħiyyiin biyiħtiflu-b ʕiid -ilmilaad yoom sabʕa yanaayir.	However, in the East there are some Christians who celebrate Christmas on January 7.
4. fii ʔagaaza-f ʕiid-ilmilaad?	Is there a vacation for Christmas?
5. aywa, ħawaali ʕašar tiyyaam.	Yes, about ten days.
6. ilʔagaaza min talaata-w ʕišriin disimbir liγayt-itneen yanaayir.	The vacation is from December 23 to January 2.
7. imta ħayintihi-lfaṣl-iddiraasi -lʔawwil.	When does the first semester end?
8. iddiraasa ħatintihi yoom ʔarbaʕtaašar yanaayir.	Classes (studies) end on January 14.
9. wi baʕdeen fii ʔusbuuʕ ʔimtiħanaat.	And afterwards there is a week of exams.
10. ilfaṣl-iddiraasi-ttaani ħayibtidi yoom xamsa fibraayir, wi yintihi-f ʔaaxir ʔusbuuʕ fi maayu.	The second semester begins on February 5 and ends the last week of May.
11. fii ʔagazaat fi-lfaṣl-iddiraasi -ttaani?	Are there vacations during the second semester?
12. fii ʔagaaza ʔusayyara-f ʕiid-ilʔiyaama.	There is a short vacation for Easter.
13. ʕiid-ilʔiyaama maluuš tariix muħaddad.	There is no fixed date for Easter.

14. kaan issana-lli faatit ťi ʔabriil.	Last year it was in April.
15. wi ħaykuun issanaadi-f maayu.	And this year it will be in May.
16. baʕd-ilmasiħiyyiin fi-ššarʔ^{i}-byiħtiflu-b ʕiid-ilʔiyaama maʕa-lmasiħiyyiin fi-lyarb.	Some of the Christians in the East celebrate Easter at the same time as Christians in the West.
17. innama muʕzamhum biyiħtiflu bii baʕd-ilyarb^{i}-b talat ʔaw ʔarbaʕ ʔasabiiʕ.	However, most of them celebrate it later by three or four weeks.
18. laakin kulluhum biyiħtiflu bi-lʕiid maʕa baʕd^{i} marra kull^{i} ʔarbaʕ siniin.	But all of them celebrate the holiday at the same time once every four years.
19. imta-lʕiid-ilqawmi-f ʔamriika-w fi masr.	When is the national holiday in America and Egypt?
20. ʕiid-ilʔistiʔlaal fi ʔamriika yoom ʔarbaʕa yulyu.	Independence Day in America is July 4.
21. ʕiid-issawra-f masr^{i} yoom talaata-w ʕišriin yulyu.	Revolution Day in Egypt is July 23.

Grammar

A. /fii/-sentences.

fii kutub gudaad fi-lmaktaba.	There are new books in the library.
fii fi-lmaktaba kutub gudaad.	There are in the library new books.
fii ʔimtiħaan bukra.	There is an examination tomorrow.
fii bukra ʔimtiħaan.	There is tomorrow an examination.
fii tilmiiza-btiʕraf ʕárabi.	There is a student who knows Arabic.
fii tilmiiz biyzaakir fi-lbeet.	There is a student studying at home.
fii raagil ħayruuħ masr.	There is a man going to Egypt.
mafiiš walad barra.	There isn't a boy outside.
mafiiš tilmiiza-btiʕraf ʕárabi.	There isn't a student who knows Arabic.

N11.1 A /fii/-sentence consists of /fii/ 'there is/are' followed by an indefinite noun or noun phrase (e.g. noun + adjective, noun + verb). It may also contain a place and/or a time complement, which may precede or follow the noun or noun phrase.

To negate a /fii/-sentence, /ma- -š/ is used with /fii/.

DRILLS

11.1 T: il?amiis guwwa-ddurg.

S_1: fii ?amiis guwwa-ddurg.

S_2: fii ?umsaan guwwa-ddurg.

Continue with the sentences in drill 9.2.

11.2 T: il?amiis guwwa-ddurg.

S_1: fii ?umsaan guwwa-ddurg.

S_2: mafiiš ?umsaan guwwa-ddurg.

Continue with the sentences in drill 9.2.

11.3 fii tilmiiz biyiʕraf ʕárabi. Substitute:

talamza
sitt
biyifham
raagil
mudarrisiin
biydarris
?ustaaz
biyiktib
banaat
mudarrisa
walad
biyzaakir
tilmiiza
mudarris
sittaat

11.4 mafiiš tilmiiz biyiʕraf ʕárabi. Substitute, using the items in drill 11.3.

11.5 T: irraagil ħayruuħ hinaak.

S_1: fii raagil ħayruuħ hinaak.

S_2: fii raagil raayiħ hinaak.

S_3: mafiiš ħadd^{i} raayiħ hinaak.

Continue with the sentences in drill 10.6, supplying the free subjects /irraagil/ or /ħadd/.

11.6 T: issitt^{i} ħatruuħ hinaak.

S$_1$: fii sitt^{i} ħatruuħ hinaak.

S$_2$: fii sitt^{i} rayħa-hnaak.

S$_3$: mafiiš ħadd^{i} raayiħ hinaak.

Continue with the sentences in drill 10.6, supplying the free subjects /issitt/ or /ħadd/.

11.7 T: innaas ħayruuħu-hnaak.

S$_1$: fii naas ħayruuħu-hnaak.

S$_2$: fii naas rayħiin hinaak.

S$_3$: mafiiš ħadd^{i} raayiħ hinaak.

Continue with the sentences in drill 10.6, supplying the free subjects /innaas/ or /ħadd/.

B. /kaan/ with /fii/-sentences.

kaan fii walad barra.	There was a boy outside.
kaan fii barra walad.	There was outside a boy.
kaan fii bint^{i} fi-lbeet.	There was a girl in the house.
kaan fii ʔawlaad fi-lbeet.	There were some boys in the house.
kaan fii tilmiiz biyzaakir ʕárabi.	There was a student studying Arabic.
ħaykuun fii ʔagaaza bukra.	There will be a vacation tomorrow.
makanš^{i} fii walad barra.	There wasn't a boy outside.
makanš^{i} fii bint^{i} fi-lbeet.	There wasn't a girl in the house.
makanš^{i} fii ʔawlaad fi-lbeet.	There weren't any boys in the house.
makanš^{i} fii tilmiiz biyzaakir ʕárabi.	There wasn't a student studying Arabic.
miš ħaykuun fii ʔagaaza bukra.	There will not be a vacation tomorrow.

N11.2 /kaan/ with /fii/-sentences (as with equational sentences, N9.5) functions as a time marker. In these sentences, only the 3 m. form of /kaan/ is used.

To form the negative, /ma- -š/ is used with /kaan/ and /miš/ with /ħaykuun/.

11.8 T: il?amiis guwwa-ddurg.

S_1: kaan fii ?amiis guwwa-ddurg.

S_2: kaan fii ?umsaan guwwa-ddurg.

S_3: makanš^{i} fii ?umsaan guwwa-ddurg.

Continue with the sentences in drill 9.2.

11.9 kaan fii tilmiiz biyiʕraf ʕárabi.

Substitute, using the items in drill 11.3.

Repeat in the negative.

11.10 T: irraagil ħayruuħ hinaak.

S_1: fii raagil raayiħ hinaak.

S_2: kaan fii raagil raayiħ hinaak.

S_3: makanš^{i} fii ħadd^{i} raayiħ hinaak.

Continue with the sentences in drill 10.6, supplying free subjects.

11.11 T: issitt^{i} ħatruuħ hinaak.

S_1: fii sitt^{i} rayħa-hnaak.

S_2: ħaykuun fii sitt^{i} rayħa-hnaak.

S_3: miš ħaykuun fii ħadd^{i} raayiħ hinaak.

Continue with the sentences in drill 10.6, supplying free subjects.

11.12 Repeat drills 11.10 and 11.11, using /innaas/ instead of /irraagil/ or /issitt/.

C. Verbs: /ħabb/-type.

/ħabb/ (i) 'love, like'			/kabb/ (u) 'spill'		
ħabb	3 m.	yiħibb	kabb	3 m.	yikubb
ħabbit	3 f.	tiħibb	kabbit	3 f.	tikubb
ħabbu	3 p.	yiħibbu	kabbu	3 p.	yikubbu
ħabbeet	2 m.	tiħibb	kabbeet	2 m.	tikubb
ħabbeeti	2 f.	tiħibbi	kabbeeti	2 f.	tikubbi
ħabbeetu	2 p.	tiħibbu	kabbeetu	2 p.	tikubbu
ħabbeet	1 s.	?aħibb	kabbeet	1 s.	?akubb
ħabbeena	1 p.	niħibb	kabbeena	1 p.	nikubb

N11.3 All /ħabb/-type verbs have three stems: CaCC for 3rd pers. perfect, CaCCee for 1st and 2nd perfect, and CiCC or CuCC for imperfect forms.

The imperatives are regular: /ħibb/, /ħibbi/, and /ħibbu/.

The participles are also regular: active /ħaabib/, /ħabba/, and /ħabbiin/; and passive /maħbuub/, /maħbuuba/, and /maħbubiin/.

DRILLS

LIST 11.1 Verbs

ħabb (i)	love, like	kabb (u)	spill
dall (i)	guide, direct	daʔʔ^{i} (u) ʕala	knock at
sadd (i)	block	ħatt (u)	place, put
ħall (i)	solve	radd^{i} (u) ʕala	answer
ʕadd (i)	count	bass^{i} (u) li	look at

11.13 T: ħabb. ana.

S: ħabbeet.

T: humma.

S: ħabbu.

Continue with other persons, using the following:

ħall-ilmasʔala.

ʕadd-ilfiluus.

daʔʔ^{i} ʕa-lbaab wi daxal.

dall-irraagil ʕa-lmataar.

rikb-ilʔatr.

ħatt-iššanta ʕa-lkursi.

kabb-ilʔahwa ʕa-lkitaab.

radd ʕa-ttilifoon.

bass^{i}-l bintu.

sadd-ittarii? bi-ʕarabiyyitu.

11.14 T: bass^{i}-mn-iššubbaak. ana.

S: ħabuss^{i}-mn-iššubbaak.

T: humma.

S: ħaybussu-mn-iššubbaak.

Continue with other persons, using the sentences in drill 11.13.

11.15 T: bass^{i}-mn-iššubbaak. ana.

S: lee mabassitš^{i}-mn-iššubbaak. laazim ?abuss^{i}-mn-iššubbaak.

T: humma.

S: lee mabassuuš min-iššubbaak. laazim yibussu-mn-iššubbaak.

Continue with other persons, using the sentences in drill 11.13.

11.16 T: bass^{i}-mn-iššubbaak.

S$_1$: lee mabitbussiš min-iššubbaak. buss^{i}-mn-iššubbaak.

S$_2$: lee mabitbussiiš min-iššubbaak. bussi-mn-iššubbaak.

S$_3$: lee mabitbussuuš min-iššubbaak. bussu-mn-iššubbaak.

Continue with the sentences in drill 11.13.

SUPPLEMENTARY DRILLS

11.17 ilfaṣl-iddiṛaasi ħayintihi yoom ʔarbaʕtaašaṛ yanaayir.

Substitute:

August 17
January 24
May 29
the last week in January
June 9
July 13
February 4
the last week in August

11.18 T: What time is it?

S: mumkin tiʔulli-ssaaʕa kaam min faḍlak,

Continue with the following:

Why are you late?
When did you return from your vacation?
What are you going to do this afternoon?
Why is the library closed today?
When is your exam?
When is your birthday?
How old is your son?
How long have you been in America?
When is Thanksgiving this year?
When will the first semester end?
How many hours a day do you study?
When is Independence Day?

LESSON 12 iddars^{i} litnaašar

Conversation

THE SIMPLETON AND HIS DONKEYS

1.	kaan fii raagil γašiim ʕandu ʕašar ħimiir.	There once was a simpleton who had ten donkeys.
2.	fi yoom mi-lʔayyaam, irraagil da xarag mi-lbeet,	One day, this man left home
3.	wi xad ħimiiru ʕa-ssuuʔ ʕalašaan yibiʕhum.	and took his donkeys to the market to sell them.
4.	miši-šwayya. wi lamma tiʕib, rikib ħumaar minhum,	He walked a bit, and when he got tired, he mounted one of the donkeys.
5.	wi ʕadd-ittanyiin fa laʔaahum tisʕa.	And he counted the others and found nine.
6.	ʔaal fi nafsu. alláh? gara ʔee,	He said to himself,"Golly! What has happened?
7.	ʔana ʕandi ʕašar ħimiir wi dilwaʔti maʕaaya tisʕa bass.	I own ten donkeys, and now there are only nine with me.
8.	yatara, feen-ilħumaar-ilʕaašir.	I wonder, where is the tenth donkey?
9.	huwwa-na miš šayfu, walla sibtu fi-lbeet, walla ʔee,	Why can't I see it? Did I leave it at home, or what?"
10.	ʔaam nizil min fooʔ-ilħumaar,	He got down from the donkey,
11.	wiʕadduhum taani, wi laʔaahum ʕášara.	and counted them again, and found ten.
12.	fa ʔaal. ʔihda. šeeʔ γariib. išmiʕna kida.	Then he said, "Well! This is strange. How come?"
13.	ʔaam rigiʕ li beetu, wi ħaka-lħikaaya li-mraatu.	He returned to his home and told the story to his wife.
14.	fa-mraatu ʔalitlu, miš maʕʔuul. inta laazim γaltaan.	Then his wife said to him, "Impossible! You must be mistaken.

15. yalla-nʕidduhum maʕa baʕd.	Come, let's count them together."
16. fa radd^{i} ʕaleeha-w ʔallaha. ruuħi-l waħdik,	Then he answered her and said, "Go by yourself,
17. wi xalliini ʔaaʕid hina. laħsan tiʕiddiihum,	and let me stay here. Otherwise you will count them
18. wi-tlaʔiihum-ilmarraadi-ħdaašar ħumaar.	and now find eleven donkeys."

Grammar

A. Pronouns as objects.

ʕadd-ilħimiir.	He counted the donkeys.
ʕadduhum.	He counted them.
ʕadd-ilfiluus.	He counted the money.
ʕaddaha.	He counted it.
ħaybiiʕ-lħimiir.	He is going to sell the donkeys.
ħaybiʕhum.	He is going to sell them.
huwwa miš šayf-ilħumaar.	He does not see the donkey.
huwwa miš šayfu.	He does not see it.

N12.1 In place of a noun, a pronoun may be used as object of a verb or a participle. Only the bound forms of pronouns are used in this construction. A verb or a participle may have either a free object (a noun or noun phrase, but never a pronoun) or a bound object (a pronoun), but never both.

With the exception of 1 s. which is /-ni/ (Group II, rather than /-i/ Group I, N6.4), the bound pronouns in the construction verb/participle + pronoun have the same forms and show the same changes as in the construction m. noun + pronoun (cf. Tables 6.1 and 7.1)

I.	2 m.	-ak, -k
	2 f.	-ik, -ki
	3 m.	-u, (VV)
II.	3 f.	-(a)ha
	1 s.	-(i)ni
	1 p.	-(i)na
	2 p.	-(u)kum
	3 p.	-(u)hum

Table 12.1

DRILLS

12.1 T: saʾal miin, ana.

S: saʾalni.

T: huwwa.

S: sáʾalu.

Continue with other pronouns as objects, using the following:

šaafit
fihim
ħayisʾal
nisyit
huwwa-mʾaabil
bitsaaʕid
zaarit
kallim
ʕirfit
huwwa saamiʕ

12.2 Repeat drill 12.1 using the following:

šaaf
ħaygiib
ħabbeet
ħayzuur
humma saybiin
ħaysiib
dalleet
humma ʕarfiin
biyšuuf
humma šayfiin

12.3 Repeat drill 12.1 using the following:

šuft
kallimt
dall
ʾabilt
biyħibb
darrist
saʕitt
ħaddill
gawibt
saʾalt

12.4 Repeat drill 12.1 using the following:

sáʔalu
ħayiʕrafu
simʕu
hiyya šayfa
ħabbu
ħayšuufu
hiyya-mʔábla
hiyya maska
gawbu
hiyya talba

12.5 T: simiʕna.
S: simiʕnaak.
simiʕnaaki.
simiʕnaa.

Continue using the following:

šufna
ʕirfit
hiyya ʕarfa
gibt
saʕidna
humma maskiin
ʕallimit
báʕatu
ħabbeena
gaabu

B. Verbs: /rama/-type.

/rama/ (i) 'throw'

rama	3 m.	yirmi
ramit	3 f.	tirmi
ramu	3 p.	yirmu
rameet	2 m.	tirmi
rameeti	2 f.	tirmi
rameetu	2 p.	tirmu
rameet	1 s.	ʔarmi
rameena	1 p.	nirmi

/miši/ (i) 'go, walk'

miši	3 m.	yimši
mišyit	3 f.	timši
mišyu	3 p.	yimšu
mišeet	2 m.	timši
mišeeti	2 f.	timši
mišeetu	2 p.	timšu
mišeet	1 s.	ʔamši
mišeena	1 p.	nimši

N12.2 /rama/-type verbs (like /ħabb/) have three stems: CVCV for 3rd pers. perfect, CVCee for 1st and 2nd perfect, and CCV for imperfect forms. Note that 2 m. and 2 f. imperfect forms are identical. In /rama/-type verbs with CiCi 3 m. forms, the final /i/ changes to /y/ before /-it/ and /-u/. These verbs also have CiCii or CiCee stems for 1st and 2nd perfect forms.

The imperatives are: /irmi/ (m. and f.), and /irmu/.

The participles are: active /raami/, /ramya/, and /ramyiin/; and passive /marmi/, /marmiyya/, and /marmiyyiin/.

DRILLS

LIST 12.1

rama (i)	throw	kawa (i)	iron
bara (i)	sharpen	mada (i)	sign
ħaka (i)	tell (a story)	bana (i)	build
giri (i)	run	baka (i)	weep, cry
miši (i)	walk	tafa (i)	turn off, extinguish

12.6 T: giri. humma.

S: giryu.

T: inta.

S: gireet.

Continue with other persons, using the following:

kawa-lʔamiis.
mada-lgawaab.
bana-lbeet.
baka saʕteen.
tafa-nnuur da.
bara-lʔalam.
ħaka-lħikaaya.
miši talat saʕaat.
rama-lʔawraaʔ wi giri.
darab-ilħumaar.

12.7 T: giri. humma.

S: ħayigru.

T: inta.

S: ħatigri.

Continue with other persons, using the sentences in drill 12.6.

12.8 T: rama-lkitaab. humma.

S: lee maramuuš-ilkitaab. laazim yirmuu.

T: inta.

S: lee maramitš-ilkitaab. laazim tirmii.

Continue with other persons, using the sentences in drill 12.6.

12.9 T: rama-lʔawraaʔ.

S$_1$: lee mabtirmiiš-ilʔawraaʔ. irmiihum.

S$_2$: lee mabtirmiiš-ilʔawraaʔ. irmiihum.

S$_3$: lee mabtirmuuš-ilʔawraaʔ. irmuuhum.

Continue, using the sentences in drill 12.6.

12.10 T: katab gawaab.

S: ʕali kaatib gawaab.

ilgawaab maktuub.

Continue with the following:

ħall^{i} masʔalteen.

ʕadd^{i}-fluusu.

kabb^{i} ʔahwa ʕa-lkitaab.

rama-lwáṛaʔa.

bara-lʔalam.

fataħ-ilʕilba.

kasar-ilʔalam.

ħatt^{i} šantitu ʕa-lkursi.

simiʕ-issoot.

sadd-ittariiʔ.

kawa-lʔamiseen.

mada-lgawaab.

tafa-nnuur.

darab-ilħumaar.

C. Numerals before nouns: 11 and up.

dool xamas kutub gudaad.	These are five new books.
dool ħidaašar kitaab gudaad.	These are eleven new books.
dool miit kitaab gudaad.	These are one hundred new books.
dool-ilxamas kutub-ilgudaad.	These are the five new books.
dool-ilħidaašar kitaab-ilgudaad.	These are the eleven new books.
dool-ilmiit kitaab-ilgudaad.	These are the hundred new books.

N12.3 The numerals eleven and up (except /miyya/ which is /miit/ before nouns) have only one form (cf. Table 6.2). The same form is used before nouns as is used in counting. Note that the s. form of nouns is used after these numerals: /xamas kutub/, /ʕašar kutub/, but /ħidaašar kitaab/, /itnaašar kitaab/, etc., and that in numeral + noun + adjective phrases the p. form of adjectives is used (cf. N6.10).

DRILLS

12.11 ʕumraha xamas tiyyaam. Substitute:

12 days
3 weeks
13 weeks
5 months
15 months

2 months
9 years
3 years
22 years
2 years

7 years
25 days
45 years
20 weeks
23 months

12.12 baaʕu talat kutub. Substitute:

20 pencils
6 dresses
12 shirts
9 bags
15 pairs of shoes

14 hats
25 handkerchiefs
50 cars
100 tickets
9 tables

16 watches
5 suits
10 pairs of trousers
100 chairs
10 boxes

12.13 fii sabaʕ sittaat fi-lmaktaba. Substitute:

5 men
16 men
10 boys
5 friends
12 students

3 professors
14 girls
10 students
6 teachers
16 boys

15 professors
5 women
100 students
3 men
12 girls

12.14 ilʕišriin kitaab dool bituʕhum. Substitute:

xamsa
šanta
itnaašar
sabʕa
mandiil

xamastaašar
tisʕa
ʔalam
ʕarabiyya
sittaašar

sitta
kursi
miyya
sabʕa
wáraʔa

D. /huwwa/ as question word.

inta šayfu.	You see him.
inta šayfu?	Can you see him?
huwwa-nta šayfu?	Can you see him?
inti masriyya.	You are Egyptian.
inti masriyya?	Are you Egyptian?
huwwa-nti masriyya?	Are you Egyptian?

iħna rayħiin dilwaʔti.	We are going now.
iħna rayħiin dilwaʔti?	Are we going now?
huwwa-ħna rayħiin dilwaʔti?	Are we going now?

N12.4 Questions may be formed from statements with 1st or 2nd pers. free pronouns as subjects by placing /huwwa/ before the subject, m. or f., s. or p. (cf. N6.8).

DRILLS

12.15 T: huwwa-nta šayfuʔ inti.
S: huwwa-nti šayfaaʔ

Continue with 2nd and 1st pers. free pronouns, using the following:

inta masri.
iħna rayħiin.
inta miš ʕaarif.
raddeet ʕalee.
madeet-ilgawaab.
tafeet-innuur.

SUPPLEMENTARY DRILLS

12.16 Answer the following questions in Arabic:

kam šahr^{i} fi-ssana.
kam šahr^{i} min yanaayir li sibtimbir.
kam šahr^{i} min ʔabriil li ʔaxr-issana.
kam yoom fi-lʔusbuuʕ.
mi-lħadd^{i} li-lgumʕa kam yoom,
kam yoom fi-ssana.
kam ʔusbuuʕ fi-ssana.
kam ʔusbuuʕ fi-ššahr.
kam yoom fi šahr^{i} maaris.
wi-f šahr^{i} fibraayir,

12.17 T: raaħ li waħdu. hiyya.

S: raaħit li waħdaha.

T: iħna.

S: ruħna-l waħdina.

Continue with other persons, using the following:

miši-šwayya-w lamma tiʕib, rikib ħumaar.

ʕadd-ittanyiin fa laʔaahum tisʕa.

ʔaal fi nafsu.

12.18 ʔáʕadu-hnaak xamas ʔas̸abiiʕ. Substitute:

10 hours
15 hours
21 days
3 months
7 days
11 months
3 years
15 weeks
17 years
8 weeks
20 minutes
10 days
5 minutes
9 hours
24 hours

Conversation

THE FARMER AND HIS DONKEY

1. marra waaħid ʔafandi fi-lʔaryaaf šaaf fallaaħ biyidrab ħumaaru-b ʔasaawa.	Once there was an effendi in the country who saw a farmer beating his donkey very hard.
2. fa ʔarrab minnu-w ʔallu.	He approached him and said,
3. inta-btidrab-ilħumaar da kida lee,	"Why are you beating this donkey this way?
4. miš ħaraam ʕaleek?	Have you no pity?"
5. ʔaam-ilfallaaħ ʔaal, w-inta maalak.	Whereupon the farmer said, "It's none of your business."
6. ʔaam-ilʔafandi kabbar-ilmasʔala,	Then the effendi made a big fuss (enlarged the problem)
7. wi nadah ʕaskari-lbuliis,	and called the police.
8. wi xadu-l fallaaħ li-lkarakoon.	And they took the farmer to the police station.
9. ʔaam-ilmiʕaawin ʔallu.	There the officer said to him,
10. inta bitšayyil-ilħumaar bitaaʕak kitiir,	"You overload your donkey,
11. wi tidrabu kamaan?	and you beat him as well?
12. laazim nidaffaʕak mixalfa wi -nʔaddibak,	We must make you pay a fine and punish you,
13. ʕalašaan matidrabuuš taani bi -ššakl^{i} da.	so that you will not beat him again this way."
14. fa-lfallaaħ dafaʕ-ilmixalfa,	Then the farmer paid the fine,
15. wi bass^{i} li-ħmaaru-w kallimu-w ʔaal.	looked at his donkey, and said,
16. kullu-lħaʔʔ^{i} ʕaleek.	"It's all your fault.

17. lee maxabbartiniiš-inn^{i} lak ʔaraayib hina,	Why did you not inform me you have kinfolk here,
18. yiħibbuuk wi-yxaafu ʕaleek, wi -yħaamu ʕannak.	who like you and are concerned about you and defend you?
19. lee matkallimhumš^{i} wi-tʔuul,	Why don't you speak to them and say,
20. kattar xirkum ya-xwaati.	'Many thanks, my brothers'?"

Grammar

A. Comparison of adjectives.

ilwalad da tawiil.	This boy is tall.
ilbint^{i} di tawiila.	This girl is tall.
ilkitaab da ɣaali.	This book is expensive.
ilʔawlaad dool tuwaal.	These boys are tall.
ilbanaat dool tuwaal.	These girls are tall.
ilwalad da ʔatwal min dukha.	This boy is taller than that one.
ilbint^{i} di ʔatwal min dikha.	This girl is taller than that one.
ilkutub dool ʔaɣla min dukham.	These books are more expensive than those.

N13.1 The comparative form of most adjectives is ʔaCCaC: /kibiir/, /ʔakbar/; /sahl/, /ʔashal/; /suɣayyar/, /ʔasɣar/.

Adjectives with the last two consonants identical have the comparative form ʔaCaCC: /gidiid/, /ʔagadd/, /muhimm/, /ʔahamm/.

Adjectives ending in /w/ or V have the comparative form ʔaCCa: /ħilw/ 'sweet', /ʔaħla/; /ɣaali/, /ʔaɣla/.

A few adjectives have no comparative form; their use in comparative (and superlative) constructions will be taken up later.

The adjective /kwayyis/ has the comparative form /ʔaħsan/.

Note that the comparative form of the adjective is not inflected for gender or number, and that it is followed by /min/. In comparative constructions, a different form of the demonstrative may be used: /dukha/ (m), /dikha/ (f), and /dukham/ (p), rather than /da/, /di/, and /dool/.

DRILLS

LIST 13.1 Adjectives

wiħiš	ugly
waasiʕ	wide, spacious
ʔurayyib	near
ʕaaʔil	wise
biʕiid	far
zariif	nice, pleasant
ʕaali	high
ɣani	rich
ħilw	sweet, beautiful

13.1 issaaʕa di ʔaɣla min dikha. Substitute:

gamiil
wiħiš
rixiis
kibiir
xafiif
gidiid
ħilw
ʕaali
kwayyis
ɣaali

13.2 ilʔawlaad dool ʔanbah min dukham. Substitute:

šaatir
suɣayyar
latiif
ʔusayyar
kwayyis
kibiir
tawiil
ʔurayyib
faadi
gidiid
zariif
ʕaaʔil

13.3 ilʔawlaad dool núbaha, laakin dukham ʔanbah.
Continue, using the adjectives in drill 13.2.

13.4 ilkitaab da ɣaali, laakin dukha ʔaɣla. Substitute:

sahl
saʕb
gidiid
muhimm
ɣaali
rixiis
kwayyis
kibiir
ʔadiim
xafiif

13.5 ʕali nabiih saħiiħ, laakin mustafa ʔanbah minnu.
Continue, using the adjectives in drill 13.2.

13.6 Repeat drill 13.5 using /ʔamiira/ instead of /ʕali/.

13.7 masr^{i} ʔakbar min-iskindiriyya. Substitute:

muhimm
waasiʕ
ħilw
biʕiid
gamiil

ʔurayyib
ʔadiim
rixiis
ɣaali
suɣayyar

kwayyis
ɣani
kibiir
ʕaali
wiħiš

B. Verbs: more /rama/-type.

/mala/ (a) 'fill'		
mala	3 m.	yimla
malit	3 f.	timla
malu	3 p.	yimlu
maleet	2 m.	timla
maleeti	2 f.	timli
maleetu	2 p.	timlu
maleet	1 s.	ʔamla
maleena	1 p.	nimla

/nisi/ (a) 'forget'		
nisi	3 m.	yinsa
nisyit	3 f.	tinsa
nisyu	3 p.	yinsu
niseet	2 m.	tinsa
niseeti	2 f.	tinsi
niseetu	2 p.	tinsu
niseet	1 s.	ʔansa
niseena	1 p.	ninsa

N13.2 /rama/-type verbs in Lesson 12.B all belong to the /i/ class. Other verbs of the same type belong to the /a/ class. Like /miši/, /nisi/ shows the change of final /i/ to /y/ before /-it/ and /-u/, and the 1st and 2nd perfect forms are either /niseet/ or /nisiit/, etc.

The imperatives are: /imla/, /imli/, and /imlu/.

The participles are: active /maali/, /malya/, and /malyiin/; and passive /mamli/, /mamliyya/, and /mamliyyiin/.

DRILLS

LIST 13.2 Verbs

mala (a)	fill, wind	nisi (a)	forget
laʔa (a)	find	ridi (a) bi	accept
ʔara (a)	read	diri (a) bi	become aware of
		difi (a)	become warm
		siħi (a)	wake up

13.8 T: mala-ssaaʕa. inta.

S: maleet-issaaʕa.

T: humma.

S: malu-ssaaʕa.

Continue with other persons, using the following:

ʔara-ddars.
diri bi-lħikaaya.
giri-w laʔa ʔabuu.
daxal-ilʔooda-w difi.
naam badri-w siħi waxri.
fataħ-ilgawaab wi ʔaraa.

13.9 T: mala-ssaaʕa. inta.

S: ħatimla-ssaaʕa.

T: humma.

S: ħayimlu-ssaaʕa.

Continue with other persons, using the sentences in drill 13.8.

13.10 T: mala-ssaaʕa.

S_1: imla-ssaaʕa.

S_2: imli-ssaaʕa.

S_3: imlu-ssaaʕa.

Continue with the sentences in drill 13.8.

13.11 T: kawa-lʔamiis. humma.

S: lee makawuuš-ilʔamiis. laazim yikwuu.

T: inti.

S: lee makawitiiš-ilʔamiis. laazim tikwii.

Continue with other persons, using the following:

ʕadd-ilħimiir.
ʔara-ssatr.
gaab-ilkutub.
faat ʕala saħbu.
kammil-ilgumla.
tafa-nnuur.
ħall-ilmasʔala.
saaʕid ʔabuu.
širb-iddawa.
talab-innimra.
ʔalaʕ saʕtu.
ħaka-lħikaaya.
laʔa šantitu.
nisi-lħikayteen.

C. Negation of verbs with bound objects.

šafuuki.	They saw you.	mašafukiiš.
šaafik.	He saw you.	mašafkiiš.
šaafak.	He saw you.	mašafakš.
šafuu.	They saw him.	mašafuhuuš.
nisii.	They forgot him.	mansihuuš.
ramaa.	They threw it.	maramahuuš.
kallimhum.	He spoke to them.	makallimhumš.
kallimni.	He spoke to me.	makallimniiš.

N13.3 Like verbs without (bound) objects (N10.3), verbs with bound objects form the negative by affixing /ma- -š/. Note that in the negative, 2 f. objects always have the form /-ki/, and 3 m. objects the form /-hu/ (cf. N12.1). These final vowels, like all final vowels, are lengthened before the suffix /-š/. Imperfect forms with /ħa-/ and bound objects use /miš/ before the verb, and the forms of the bound objects show no change.

DRILLS

13.12 T: kawa-lʔamiis?

S: aywa, kawaa. laʔ, makawahuuš.

Continue with the sentences in drill 13.11.

13.13 T: kawa-lʔamiis. humma.

S: kawu-lʔamiis walla makawuhuuš,

T: inti.

S: kaweeti-lʔamiis walla makawitihuuš,

Continue with other subjects, using the sentences in drill 13.11.

13.14 T: kawa-lʔamiis. humma.

S: biyikwu-lʔamiis? laʔ, mabyikwuhuuš.

T: inti.

S: bitikwi-lʔamiis? laʔ, mabtikwihuuš.

Continue with other subjects, using the sentences in drill 13.11.

13.15 T: simiʕ.

S_1: simiʕnaak. masmiʕnakš.

S_2: simiʕnaaki. masmiʕnakiiš.

S_3: simiʕnaa. masmiʕnahuuš.

Continue, using the following:

laʔa
nisi
šaaf
biyħibb
ħaykallim
saaʕid
miskit
biyiʕraf
biyinsa
ʔaabil

13.16 T: simʕu. iħna.

S: simʕuuna walla masimʕunaaš,

T: inti.

S: simʕuuki walla masimʕukiiš,

Continue with other persons as objects, using the verbs in drill 13.15.

N13.4 Roots and vowel patterns. With few exceptions (e.g. prepositions, pronouns, coordinators), Arabic words consist of roots and vowel patterns. A root is a sequence of two, three or four consonants. The root carries the basic lexical meaning of the word. A vowel pattern is an arrangement of one or more vowels, which is combined with a root. Various vowel patterns may be combined with the same root, modifying the basic meaning and resulting in a variety of related words. Thus the root /ktb/ meaning 'writing' occurs with various vowel patterns, some of which are:

-a-a-	katab, kátabit, etc.
--i-	-ktib (as in) iktib, yiktib
-aa-i-	kaatib 'clerk'
-a-a-a	kátaba 'clerks'
-i-aa-	kitaab
-u-u-	kutub
-i-aa-a	kitaaba 'action of writing'

In addition to roots and vowel patterns, words may also have affixes. An affix may be a prefix like /yi-/ '3 pers. subject' as in /yiktib, yifham/, or /ma-/ 'place characterized by the action' as in /maktab/.

It may also be a suffix like /-u/ 'plural' as in /iktibu, yiktibu/, or /-iin/ 'plural' as in /katbiin, sahliin/. Or it may be both like /ma- -š/ 'negation' as in /makatabš, mayifhamš/.

The great majority of roots are triconsonantal, like /ktb/ and /fhm/. A few are biconsonantal, like /bk/ in /baka/, or quadriconsonantal, like /trgm/ in /targim/.

When one of the root consonants is /y/ or /w/, it may appear in some words or forms of a word, and not in others. Thus the root is /mšy/ in /miši/ and /mašy/ 'a walk', or /šyl/ in /šaal/ and /šayyil/, or /xwf/ in /xaaf/ and /xawwif/ 'he frightened'.

SUPPLEMENTARY DRILLS

13.17 yalla biina nišrab. Substitute:

ʔalaʕ
daxal
miši
siħi

bass
taar
raaħ
kammil

zaakir
libis
giri
naam

ʔaam
nizil
saafir
rigiʕ

13.18 T: ʔarrab minnu. hiyya.

S: ʔarrab minha.

T: iħna.

S: ʔarrab minna.

Continue with other pronouns, using the following:

ridi bii.
biyxaaf ʕalee.
naam ʕandu.
wiʔif gambu.
ilħaʔʔ^{i} ʕalee.

ħaraam ʕalee.
biyxaaf minnu.
diri bii.
šaafu maʕaaya.
biyħaami ʕannu.

13.19 šaaf fallaaħ biyidrab ħumaaru.

Substitute for /fallaaħ biyidrab ħumaaru/:

a student reading
a girl weeping
people running
a woman knocking at the door
a farmer selling his donkey

a student studying
a policeman looking at him
a professor explaining the lesson
my brother driving a car
a student drinking coffee

Conversation CAIRO UNIVERSITY

1. kam gamʕa-f masr.	How many universities are there in Egypt?
2. fii-f masr^{i} xamas gamʕaat ħukumiyya.	There are five state universities,
3. wi gamʕa xassa waħda.	and one private university.
4. anhi ʔakbar gamʕa fiihum.	Which is the largest university of them?
5. gamʕit-ilqahira ʔakbar wi ʔahamm^{i} waħda fiihum,	Cairo University is the largest and the most important one of them,
6. wi min ʔakbar-ilgamʕaat fi-lʕaalam.	and one of the largest universities in the world.
7. ʕadad talabitha ħawaali ʔarbiʕiin ʔalf.	The number of its students is about forty thousand.
8. wi fiiha ʕadad kibiir min -ilkulliyyaat,	It has a large number of colleges,
9. zayy^{i} kulliyyaat-ilʔadaab wi -ttigaara wi-lħuʔuuʔ,	like the Colleges of Arts, Business Administration, and Law,
10. wi kulliyyaat-ittibb^{i} wi-lhandasa wi-lʕuluum.	and the Colleges of Medicine, Engineering, and Science.
11. humma kull-ittálaba fiiha masriyyiin?	Are all of the students (in it) Egyptians?
12. muʕzamhum masriyyiin.	Most of them are Egyptians.
13. laakin fii tálaba-ktiir min -ilbilaad-ilʕarabiyya wi -lʔifriqiyya.	However, there are many students from the Arab and African countries.
14. wi-lʔasadza?	And the professors?
15. kull-ilʔasadza taʔriiban masriyyiin.	Almost all of the professors are Egyptians;

16. wi muʕzamhum xadu daragaat ʕilmiyya min barra.	most of them have advanced degrees from abroad,
17. wi luhum ʔabħaas ʕilmiyya wasʕa.	and have done extensive research.
18. imta-tʔassasit gamʕit-ilgahira.	When was Cairo University founded?
19. sanit xamsa-w ʕišriin.	In 1925,
20. wi kaan-ismaha-lgamʕa-lmasriyya.	and its name was the Egyptian University.
21. wi baʕdeen sammuuha gamʕit fuʔaad -ilʔawwil.	Later it was called Fuad I University.
22. fi sanit talaata-w xamsiin baʔit gamʕit-ilgahira.	In 1953 it became Cairo University.

Grammar

A. Comparison of adjectives: the superlative.

ilgamʕa di ʔahamm^{i} gamʕa fi-ššarʔ.	This university is the most important in the Middle East.
ilgamʕa di ʔahamm^{i} waħda fiihum.	This university is the most important one of them.
ilgamʕa di min ʔahamm^{i} gamʕaat -ilʕaalam.	This university is one of the most important universities in the world.
ilgamʕa di ʔahammuhum.	This university is the most important of them.
ilgamʕa di-lʔahamm^{i} fiihum.	This university is the most important of them.

N14.1 The adjective does not have a superlative form, and in superlative constructions, the comparative form of the adjective (N13.1) is used. The three most commonly used superlative constructions are:

(1) comparative + s. and indefinite noun (or noun phrase) or numeral

(2) (min) + comparative + p. and definite noun (or noun phrase) or numeral

(3) article + comparative.

All three constructions may be followed by a prepositional phrase, most commonly with /fi/. /min/ at the beginning of the second construction is optional.

DRILLS

In drills 14.1-5, use as substitution items the adjectives in drill 13.7.

14.1 ʔasyuut ʔahamm^{i} balad fi-ssaʕiid. Substitute.

14.2 ilbilaad dool muhimmiin, laakin masr^{i} ʔahammuhum. Substitute.

14.3 ilbilaad dool muhimmiin, laakin masr^{i} ʔahamm^{i} waħda fiihum. Substitute.

14.4 ilbilaad dool muhimmiin, laakin masr^{i}-lʔahamm^{i} fiihum. Substitute.

14.5 iskindiriyya min ʔahamm^{i}-blaad-iddunya. Substitute.

In drills 14.6-8, use as substitution items the adjectives in drill 13.2.

14.6 ʕali ʔanbah tilmiiz fi-lfasl. Substitute.

14.7 ilʔawlaad dool núbaha, innama ʕali ʔanbah waaħid fiihum. Substitute.

14.8 intu núbaha, laakin ʔamiira-w zeenab ʔanbah-itneen fiikum. Substitute.

14.9 T: ʔuxtak bint^{i} gamiila.
S: ʔuxtak min ʔagmal-ilbanaat.

Continue with the following:

di luɣa sahla.
aħmad taalib latiif.
ʔaxuuki raagil kuwayyis.
di-ħkaaya ɣariiba.
di gamʕa-kbiira.
di tayyaara sariiʕa.
da dawa ɣaali.

di kilma zariifa.
da fustaan gamiil.
di ʕarabiyya ɣalya.
da raagil ʕaaʔil.
da yoom ħilw.
saħbiti sitt^{i} ɣaniyya.
di ʔooda wasʕa.

4.10 T: ʔuxtak bint^{i} gamiila.
S: ʔuxtak ʔagmal bint^{i} fi-ddunya.
Continue with the sentences in drill 14.9.

B. Verbs: /naada/- and /γanna/-types.

/naada/ (a) 'call'

naada	3 m.	yinaadi
naadit	3 f.	tinaadi
naadu	3 p.	yinaadu
nadeet	2 m.	tinaadi
nadeeti	2 f.	tinaadi
nadeetu	2 p.	tinaadu
nadeet	1 s.	ˀanaadi
nadeena	1 p.	ninaadi

γanna (a) 'sing'

γanna	3 m.	yiγanni
γannit	3 f.	tiγanni
γannu	3 p.	yiγannu
γanneet	2 m.	tiγanni
γanneeti	2 f.	tiγanni
γanneetu	2 p.	tiγannu
γanneet	1 s.	ˀaγanni
γanneena	1 p.	niγanni

N14.2 All /naada/-type verbs have CVVCV stems, CaaCa or CaCee in the perfect and CaaCi in the imperfect, and belong to the /a/ class. (Note that this classification is in terms of the first vowel, since if the imperfect stem has two vowels, the second is always /i/.)

The imperatives are: /naadi/ (m. and f.), and /naadu/ (p). /naada/-type verbs have only one participle: /minaadi/, /minadya/, and /minadyiin/.

N14.3 All /γanna/-type verbs have CVCCV stems, CaCCa or CaCCee in the perfect and CaCCi in the imperfect, and belong to the /a/ class.

The imperatives are: /γanni/ (m. and f.) and /γannu/ (p).

Again there is only one participle: /miγanni/, /miγanniya/, and /miγanniyiin/.

DRILLS

LIST 14.1 Verbs

salla (a)	pray	naada (a)	call
ʕadda (a)	cross over	daawa (a)	treat
naˀˀa (a)	choose	saawa (a)	arrange
saħħa (a)	wake someone up	ħaama (a) ʕan	defend
fadda (a)	empty		
wadda (a)	take		
γanna (a)	sing		

14.11 T: salla fi-lbeet. hiyya.

S: sallit fi-lbeet.

T: inti.

S: salleeti fi-lbeet.

Continue with other persons, using the following:

ʕadda-ttariiʔ.

naʔʔa-lʔamiis-ilʔabyad.

saħħa ʔaxuu badri.

fadda-ddurg.

wadda-lʕarabiyya ʕa-lgaraaž.

ħaama ʕan saħbu.

γanna-ssaaʕa tisʕa.

naada saħbu.

saawa-lʔooda.

daawa-lʕayyaniin.

14.12 T: salla fi-lbeet. hiyya.

S: ħatsalli fi-lbeet.

T: inti.

S: ħatsalli fi-lbeet.

Continue with other persons, using the sentences in drill 14.11.

14.13 T: salla fi-lbeet.

S_1: salli fi-lbeet.

S_2: salli fi-lbeet.

S_3: sallu fi-lbeet.

Continue, using the sentences in drill 14.11.

C. Negation of imperatives.

iktib.	Write.	matiktibš.	Don't write.
iktibi.		matiktibiiš.	
iktibu.		matkitibuuš.	

N14.4 The negative of imperatives is the same as the negative of the 2nd pers. imperfect.

DRILLS

14.14 T: katab.

S_1: iktib. matiktibš.

S_2: iktibi. matiktibiiš.

S_3: iktibu. matiktibuuš.

Continue with the following:

ɣanna
ʕadda
ʔara
nisi
miši
ɣaab
xarag

baka
radd
giri
bass
xaaf
saafir
nizil

raaħ
fassar
ħaawil
ʔaam
libis
daxal
ʔalaʕ

14.15 T: nisi. ana.

S: insaani. matinsaniiš.

T: humma.

S: insaahum. matinsahumš.

Continue with 1st and 3rd pers. pronouns as objects using the following:

saħħa
dall
gaab
wadda
kallim
saʔal

naada
darab
ʔaabil
misik
talab
saab

14.16 T: nisi. ana.

S: lee-nsitiini. matinsiniiš taani.

T: saaʕid.

S: lee saʕittiini. matsaʕidiniiš taani.

Continue with 3 m. and 3 f. pronouns as objects, using the verbs in drill 14.15.

N14.5 Verb derivation. Verb stems are either simple or derived. All verbs of the /katab/, /šaaf/, /ħabb/, and /rama/-types have simple stems and consist only of a root and vowel pattern.

Derived verb stems are obtained from simple verb stems either by internal modification (infixation) or by prefixation. Derivation by prefixation will be discussed in Lessons 19, 20, and 26.

The most common (productive) type of internal modification is doubling of the second consonant of the root: simple CVCV(C) becomes derived CVCCV(C). /kallim/-type verbs (except those with quadriconsonantal roots like /targim/) and /γanna/-type verbs show this derivation. Such derived verbs are usually transitive and often causative in meaning; e.g.

katab	'he wrote'	kattib	'he made someone write'
fihim	'he understood'	fahhim	'he made someone understand'
libis	'he got dressed'	labbis	'he dressed someone'
xarag	'he went out'	xarrag	'he made someone go out'
fidi	'it became empty'	fadda	'he emptied'
siħi	'he woke up.	saħħa	'he awakened someone'
šaal	'he carried'	šayyil	'he made someone carry'
xaaf	'he was afraid'	xawwif	'he frightened'
ħabb	'he loved/liked'	ħabbib	'he endeared himself to'

or intensive in meaning; e.g.

ʔafal	'he closed/locked'	ʔaffil	'he closed/locked securely'
kasar	'he broke'	kassar	'he smashed'
rama	'he threw'	ramma	'he scattered'

Another type of internal modification is infixing /aa/ after the first consonant of the root: simple CVCV(C) becomes derived CaaCV(C). /zaakir/ and /naada/-type verbs show this type of derivation.

liʕib	'he played'	laaʕib	'he amused someone'
ʕamal	'he made'	ʕaamil	'he dealt with someone'
zakar	'he mentioned'	zaakir	'he studied'
ʔibil	'he accepted'	ʔaabil	'he met'
ħama	'he shielded'	ħaama	'he defended someone'

A third type of internal modification will be discussed in Lesson 23.

There are verbs with simple stems with no corresponding derived stems. Thus there is no /kallim/ or /zaakir/-type corresponding to /baʕat/ 'he sent'. There are also verbs with derived stems and no corresponding simple stems. Thus there is no /katab/-type corresponding to the verbs /kallim/ 'he spoke to' and /saafir/ 'he traveled'.

SUPPLEMENTARY DRILLS

14.17 gamʕit-ilqahira ʔakbar gamʕa fi-ššarʔ. Substitute:

important
near
good
rich
beautiful
young
old
big
new
expensive

14.18 gamʕit-ilqahira min ʔakbar-ilgamʕaat fi-lʕaalam.
Substitute, using the adjectives in drill 14.17.

14.19 ʕadad talabitha ʔarbiʕiin ʔalf. Substitute:

27,500
30,000
8,700
10,900
3,650
590
45,000
15,400

14.20 itʔassasit sanit ʔalf, tusʕu miyya xamsa-w ʕišriin. Substitute:

1964
1932
1909
1918
1888
1860
1779
1611
1692
1873

14.21 ʕumraha ʔaktar min ʔalf^{i} sana. Substitute:

110 years
500 years
750 years
75 years
9 years
5 months
3 years
13 years
90 years
200 years

LESSON 15 iddars-ilxamastaašar

Conversation FOREIGN LANGUAGES

1. bitiʕraf kam luɣa,	How many languages do you know?
2. baʕraf-ingiliizi bass, wi ʕaawiz ˀatʕallim ʕárabi.	I know only English and want to learn Arabic.
3. darast^{i} latiini-w faransaawi fi-lmadrasa-ssanawiyya,	I studied Latin and French in High School,
4. laakin nisithum xaalis.	but I have completely forgotten them.
5. muʕzam-innaas fi ˀamriika mabyiʕrafuuš luɣaat ˀagnabiyya.	Most people in America do not know foreign languages.
6. innama-f masr^{i} kull-ilmitʕallimiin biyiʕrafu luɣa ˀaw luɣateen,	In Egypt, however, all educated people know one or two (foreign) languages,
7. ʕalašaan-ittaʕliim-ilʕaali ʕaawiz luɣaat ˀagnabiyya.	because higher education requires foreign languages.
8. fa-lmuȟadraat fi baʕd-ilkulliyyaat bi-lluɣa-lˀingiliziyya.	The lectures in some colleges are in English,
9. wi tabʕan, muʕzam-ilmaraagiʕ bi-lˀingiliizi.	and, of course, most reference books are in English.
10. wi-lȟukuuma ʕammaala tiddi tálaba -ktiir minaȟ li-ddiraasa-f ˀamriika.	Also, the government (continually) gives many students fellowships to study in America.
11. ittálaba dool laazim yiʕrafu-lluɣa -lˀingiliziyya-kwayyis,	These students must know English well,
12. ʕalašaan yistaʕmiluuha fi-lbaȟs^{i} wi-ddiraasa.	so as to use it in their research and studies.
13. imta-ttálaba-f masr^{i}-byibtidu dirast-illuɣaat-ilˀagnabiyya.	When do students in Egypt start learning foreign languages?

3 OF 5

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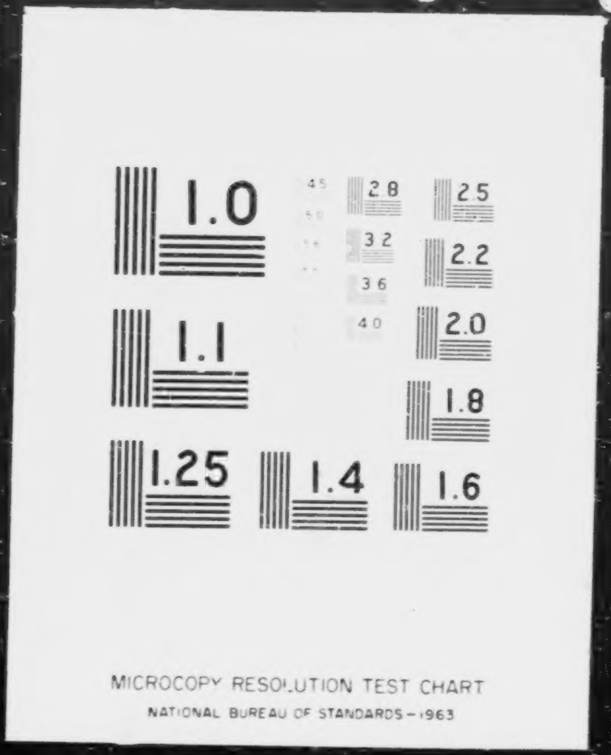
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5.6
6.3

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963

14. fi madars-ilȟukuuma-byibtidu-f sana ʔuula ʔiʕdaadi.	In the public schools they start the first year in Junior High,
15. wi-byáxdu luγa ʔagnabiyya tanya-f sana ʔuula sánawi.	and take a second foreign language the first year in Senior High.
16. innama fi-lmadars-ilxassa wi -lʔagnabiyya, biyibtidu-f sana ʔuula-btidaaʔi.	In private and in foreign schools, however, they start in the first grade.
17. aani ʔahamm^{i} luγa ʔagnabiyya-f masr.	Which is the most important foreign language in Egypt?
18. zamaan nufuuz faransa kaan waasiʕ,	At one time, France used to have extensive influence,
19. wi-lluγa-lfaransiyya kaanit muhimma giddan.	and French was very important.
20. dilwaʔti-lʔingiliizi ʔahamm^{i} bi -ktiir.	Today English is more important by far.

Grammar

A. The modals /ʕaawiz/, /naawi/, and /ʕammaal/.

ʕaawiz ʔasaafir.	I want to travel.
ʕawza-tsafri.	You want to travel.
ʕawziin nisaafir.	We want to travel.
naawi tirgaʕ.	You intend to return.
nawya ʔargaʕ.	I intend to return.
nawyiin yirgaʕu.	They intend to return.
ʕammaal yizaakir.	He studies all the time.
ʕammaala-dzaakir.	She studies all the time.
ʕammaliin tizakru	You study all the time.

N15.1 In the verb phrases /ʕaawiz/, /naawi/, or /ʕammaal/ + verb, only the imperfect forms of the verb are used. These modals have m., f., and p. forms and agree in gender or number with the subject of the verb. Free subjects, if used, precede the modal.

To negate verb phrases with modals, /miš/ is used before the modal.

15.1 T: saafir. humma.

S: ʕawziin yisafru.

T: ana.

S: ʕaawiz ʔasaafir.

ʕawza ʔasaafir.

Continue with other persons, using the following:

nisi

bass

giri

naam

ʕirif

raaȟ

nizil

širib

ʔaʕad

ʕadda

15.2 T: saafir. humma.

S: miš ʕawziin yisafru.

T: ana.

S: miš ʕaawiz ʔasaafir.

miš ʕawza ʔasaafir.

Continue with the verbs in drill 15.1.

15.3 T: xarag.

S: maxaragtiš, laakin naawi ʔaxrug.

maxaragtiš, laakin nawya ʔaxrug.

T: rigiʕ

S: margiʕtiš, laakin naawi ʔargaʕ.

margiʕtiš, laakin nawya ʔargaʕ.

Continue with the following:

miši.

laʔaa.

ʔabilha.

radd^{i} ʕaleehum.

faat ʕaleeha.

saȟȟaa

ʔaraaha.

baʕhum

sihir

darris.

15.4 Repeat drill 15.3 with 1 p., then 3 f. subjects.

15.5 T: xarag.

S: maxaraguuš, wi miš nawyiin yuxrugu.

T: rigiʕ.

S: marigʕuuš, wi miš nawyiin yirgaʕu.

Continue, using the sentences in drill 15.3.

15.6 Repeat drill 15.5 with 2 f. then 3 m. subjects.

15.7 T: γanna. hiyya.
S: ʕammaala-tγanni.
T: iħna.
S: ʕammaliin niγanni.

Continue with other persons, using the following:

zaakir.	ʕadd-ilfiluus.
libis.	katab gawaab.
salla.	kallim-innaazir.
ʔara.	naada.
kawa.	giri.

B. Irregular verbs.

/kal/ (ir) 'eat'			/idda/ (ir) 'give'		
kal	3 m.	yaakul	idda	3 m.	yiddi
kalit	3 f.	taakul	iddit	3 f.	tiddi
kalu	3 p.	yaklu	iddu	3 p.	yiddu
kalt	2 m.	taakul	iddeet	2 m.	tiddi
kalti	2 f.	takli	iddeeti	2 f.	tiddi
kaltu	2 p.	taklu	iddeetu	2 p.	tiddu
kalt	1 s.	ʔaakul	iddeet	1 s.	ʔaddi
kalna	1 p.	naakul	iddeena	1 p.	niddi

N15.2 The imperatives of /kal/ are: /kul/, /kuli/, and /kulu/. The participles are: /waakil/, /wakla/, and /wakliin/. There is one other verb just like /kal/ in all forms: /xad/, /yaaxud/ 'take'.

N15.3 The imperatives of /idda/ are: /iddi/ (m. and f.), and /iddu/ (p). The participles are: /middi/, /middiya/, and /middiyiin/. There is no other verb like /idda/.

/wiˀif/ (ir) 'stop, stand'

wiˀif	3 m.	yuˀaf
wiˀfit	3 f.	tuˀaf
wiˀfu	3 p.	yúˀafu
wiˀift	2 m.	tuˀaf
wiˀifti	2 f.	túˀafi
wiˀiftu	2 p.	túˀafu
wiˀift	1 s.	ˀaˀaf
wiˀifna	1 p.	nuˀaf

/gih/ (ir) 'come'

gih	3 m.	yiigi
gat	3 f.	tiigi
gum	3 p.	yiigu
geet	2 m.	tiigi
geeti	2 f.	tiigi
geetu	2 p.	tiigu
geet	1 s.	ˀaagi
geena	1 p.	niigi

N15.4 The imperatives of /wiˀif/ are: /ˀuˀaf/, /ˀúˀafi/, and /ˀúˀafu/. The participles are /waaˀif/, /waˀfa/, and /waˀfiin/. In the imperfect forms, /i/ may be used in place of /u/ in the first syllables: /yiˀaf/, etc. There is one other verb just like /wiˀif/ in all forms: /wiˀiʕ/, /yuˀaʕ/ 'fall'.

N15.5 The imperatives of /gih/ are: /taʕaala/, /taʕaali/, and /taʕaalu/. The participles are: /gaay/, /gaaya/, and /gayiin/, or /gayy/, /gayya/, and /gayyiin/. The 3 m. and 3 p. forms of /gih/ in the negative are also irregular: /magaaš/ 'he did not come' and /maguuš/ 'they did not come'.

DRILLS

15.8 T: gih badri. ana.
S: geet badri.
T: humma.
S: gum badri.

Continue with other persons, using the following:

kal fi-lbeet.
wiˀif ʕa-lmaħatta.
xad ˀaxuu maʕaa.
iddaa-lfiluus.
daawa-lʕayyaan.
rikb-ilˀatr.
wisil fi-lmaʕaad.
ˀara-lħikaaya.
siħi badri.
waddaaha ʕa-lgaraaž.

15.9 T: gih badri. ana.
S: ʕaawiz ˀaagi badri.
T: humma.
S: ʕawziin yiigu badri.

Continue with other persons, using the sentences in drill 15.8.

15.10 T: gih badri. ana.

S: lee magitš^{i} badri. laazim ʔaagi badri.

T: humma.

S: lee maguuš badri. laazim yiigu badri.

Continue with other persons, using the sentences in drill 15.8.

15.11 T: gih badri. ana.

S: baagi badri.

T: humma.

S: biyiigu badri.

Continue with other persons, using the sentences in drill 15.8.

15.12 T: gih badri.

S_1: lee magitš^{i} badri. taʕaala badri.

S_2: lee magitiiš badri. taʕaali badri.

S_3: lee magituuš badri. taʕaalu badri.

Continue with the sentences in drill 15.8.

15.13 T: gih badri.

S_1: lee-btiigi badri. matgiiš badri.

S_2: lee-btiigi badri. matgiiš badri.

S_3: lee-btiigu badri. matguuš badri.

Continue with the sentences in drill 15.8.

15.14 T: gih badri.

S_1 to S_2: huwwa-nta gaay badri?

S_2: aywa, ana gaay badri.

S_3 (of S_2): tabʕan, huwwa gaay badri.

Continue with the sentences in drill 15.8.

15.15 T: gih badri.

S_1: huwwa-ntu gayiin badri?

S_2: aywa, iħna gayiin badri.

S_3: laʔ, humma miš gayiin badri.

Continue with the sentences in drill 15.8.

C. Numerals: 1 and 2.

fii raagil waaħid barra.	There is one man outside.
fii sitt^{i} waħda barra.	There is one woman outside.
fii kitaab waaħid ʕa-ttarabeeza.	There is one book on the table.
fii waaħid raagil barra.	There is a certain man outside.
fii waħda sitt^{i} barra.	There is a certain woman outside.
šuft^{i} raagil.	I saw a man.
šuft^{i} ragleen.	I saw two men.
šuft^{i} fallaaħ.	I saw a farmer.
šuft-itneen fallaħiin.	I saw two farmers.

N15.6 The numeral one may precede or follow a noun and in either construction agrees in gender with the noun. Note the difference in meaning of /waaħid/ depending on whether it precedes or follows the noun. Note also that although /waaħid/ may follow any noun, it can precede only nouns of personal reference.

The numeral two is not used with most nouns, the dual form of the noun being used instead. There are, however, a few nouns (like /fallaaħ/) which are not used with the dual suffix, and which are hence preceded by /itneen/. Note that the p. form of the noun is used after /itneen/.

DRILLS

LIST 15.1 Nouns

xaddaam	xaddamiin	servant
fallaaħ	fallaħiin	farmer, peasant
sawwaaʔ	sawwaʔiin	driver
taagir	tuggaar	merchant
ħaraami	ħaramiyya	thief
ʔafandi	ʔafandiyya	effendi
ʕaskari	ʕasaakir	policeman, soldier
duktoor	dakatra	doctor
ʔingiliizi	ʔingiliiz	Englishman
ʔamrikaani	ʔamrikaan	American
šaami	šawaam	Syrian
ʔalmaani	ʔalmaan	German
faransaawi	faransawiyyiin	Frenchman

15.16 T: marra-tneen xaddamiin gum masr. fallaaħ.

S: marra-tneen fallaħiin gum masr.

Continue with other nouns.

15.17 T: kaan fii-tneen sawwaʔiin waʔfiin ʕa-lmaħatta. xaddaam.

S: kaan fii-tneen xaddamiin waʔfiin ʕa-lmaħatta.

Continue with other nouns.

15.18 T: fii bint^{i} rakba-lʔatr^{i}-w rayħa masr. fallaaħ.

S_1: fii fallaaħ rakb-ilʔatr^{i}-w raayiħ masr.

S_2: fii-tneen fallaħiin rakbiin-ilʔatr^{i}-w rayħiin masr.

Continue with the following:

raagil
sitt
ħaraami
duktoor
bint
ʕaskari
ʔaxx
ʔafandi
ʔuxt
xaddaam

15.19 fii-ktaab waaħid bass. Substitute:

sitt
fasl
muħatta
walad
gumla
suʔaal
ħissa
mudarrisa
satr
šanta
ʔalam
mandiil
badla
tazkara
ʔamiis

15.20 T: kaan fii waħda sitt^{i} waʔfa ʕa-lmaħatta. raagil.

S: kaan fii waaħid raagil waaʔif ʕa-lmaħatta.

Continue with the following:

xaddaam
duktoora
ʕaskari
bint
ħaraami
xaddaama
ʔafandi
mudarrisa
fallaaħ
fallaaħa
taagir
ʔamrikaniyya
walad
ʔingiliziyya
mudarris

SUPPLEMENTARY DRILLS

15.21 kull-ilmitʕállimiin biyiʕrafu luɣateen. Substitute:

servants
drivers
farmers
Frenchmen
thieves
effendis
merchants
soldiers
doctors
Syrians
Americans
students
professors
teachers
Christians
foreigners
directors
women
Egyptians
British

15.22 nawyiin yiʕallimu luɣa ʔagnabiyya. Substitute:

know
study
write
teach
take
read
understand
accept
choose
give

15.23 Tom naawi yiktib wi yiʔra ʕárabi. Subsitute:

Mary
Tom wi Mary
ʔamiira
ʕali
ilʔunsul
ʔuxti
ittálaba
zeenab
Bill
innazra

15.24 fii naas mabyiʕrafuuš luɣaat ʔagnabiyya. Substitute:

don't pray on Friday
don't wake up early
sleep late
don't ride on buses
don't know Arabic
don't turn off the light at night
don't like coffee
don't understand French
don't eat late at night
don't wear hats

Conversation THE FARMER AND THE SCRIBE

1.	zamaan waaħid fallaaħ gih masr^{i} ʔawwil marra-f ħayaatu.	A long time ago a farmer came to Cairo for the first time in his life.
2.	wi-lfallaaħ da kaan ʔummi. yaʕni mabyiʕrafš^{i} yiʔra wala yiktib.	This farmer was illiterate, that is, he could not read nor write.
3.	xarag yitfassaħ. wi-f šaariʕ min-iššawaariʕ,	He went out to look around. In one of the streets,
4.	šaaf raagil ʔaaʕid biyiktib, wi naas kitiir ʔaʕdiin ħawalee.	he saw a man sitting writing, and many people sitting around him.
5.	fa saʔal. miin-irraagil da.	So he asked, "Who is this man,
6.	wi-nnaas dool ʔaʕdiin hina lee,	and why are these people sitting here?"
7.	fa ʔaluulu. da kaatib. wi-nnaas dool biyistannu durhum,	And they said to him, "This is a scribe and these people are awaiting their turn
8.	ʕašaan-ilkaatib yiktibluhum gawabaat.	so that he will write letters for them."
9.	fa-lfallaaħ-istanna lamma gih dooru-w ʔaal.	So the farmer waited until his turn came and said,
10.	ana ʕawzak tiktibli gawaab dilwaʔti ʔahoo.	"I want you to write a letter for me immediately."
11.	fa-rraagil ʔallu, ʕawizni ʔabʕatlak-ilgawaab da feen,	Then the man said to him, "Where do you want me to send this letter,
12.	wi ʕaawiz tiʔuul fii ʔee,	and what do you want to say in it?"
13.	fa-lfallaaħ ʔallu, ʕawzak tibʕatu baladna.	The farmer said to him, "I want you to send it to our village
14.	wi tisʔalli fii ʕan gamusti.	and inquire about my water buffalo.
15.	ʔasli sibtaha ʕayyaana. w-ana mašɣuul ʕaleeha ʔawi.	The truth is I left her sick, and I am very worried about her."

16. ilkaatib-iʕtazar wi ʔaal. maʕa -lʔasaf. maʔdarš^{i} ʔaktiblak gawaab.	The scribe declined and said, "Sorry, I cannot write the letter for you."
17. fa-lfallaaħ ʔallu lee, ana ħadfaʕlak ʔugritak wi-zyaada.	Then the farmer said to him, "Why? I will pay you your fee and more."
18. fa-rraagil ʔaal laʔ. di miš ħikaayit filuus.	The man said, "No, it is not a matter of money.
19. ʔasl^{i} rigli-btiwgaʕni-w miš ʔaadir ʔamši ʕaleeha.	The truth is my foot hurts and I cannot walk on it."
20. fa-lfallaaħ radd^{i} ʕalee-w ʔaal. ana miš ʕawzak tiruħli-lbalad ʕala rigleek.	The farmer answered and said to him, "I don't want you to go for me to the village on foot.
21. iktibli-lgawaab w-ana ʔabʕatu fi-lbusta.	Write me the letter and I will mail it."
22. fa-lkaatib ʔallu. ya siidi, ana xatti wiħiš ʔawi,	Then the scribe said to him, "My good man, my writing is so bad
23. bi ħees-inn^{i} maħaddiš fi baladkum ħayiʕraf yiʔraa.	that no one in your village will be able to read it.
24. fa ʕašaan-ilgamuusa tifham -ilgawaab, laazim ʔaruuħ-ilbalad bi nafsi-w ʔaʔrahulha.	Hence for the buffalo to understand the letter, I myself will have to go to the village and read it."

Grammar

A. The modal /ʕaawiz/ + objects.

ilʔustaaz ʕawz-ittalamza-yzakru.	The professor wants the students to study.
ilʔustaaz ʕawzu yiigi.	The professor wants him to come.
ilʔustaaz miš ʕawizha tiigi.	The professor does not want her to come.
huwwa ʕawizhum yiigu.	He wants them to come.
ilʔasadza ʕawziinak tiigi.	The professors want you to come.
hiyya ʕawzaani ʔaktib gawaab.	She wants me to write a letter.

humma ʕawzinna niktib dilwaʔti.	They want us to write now.
ana miš ʕawzu yiigi.	I (m) do not want him to come.
ana ʕawzaa yiigi.	I (f) want him to come.

N16.1 Like verbs and participles (N12.1), the modal /ʕaawiz/ (N15.1) may have an object. In the construction /ʕaawiz/ + object + verb (imperfect without tense prefixes only), the object of the modal agrees in person and number or gender with the subject of the verb. This construction may be preceded by a noun or a pronoun, which agrees in gender or number with the modal.

DRILLS

16.1 T: ilwalad rigiʕ.

S_1: huwwa ʕawz-ilwalad yirgaʕ.

S_2: huwwa ʕawz-ilʔawlaad yirgaʕu.

Continue with the following:

ilfallaaħ dafaʕ.
ilmudarris gih.
issitt^{i} raaħit.
irraagil salla.
ilʕarabiyya wiʔfit.
issawwaaʔ miši.
ilwalad naam.

ilxaddaam saʕidha.
ilʔafandi kal.
ilʔingiliizi xarag.
ittilmiiz sammaʕ.
idduktoor dawaa.
saħbu wisil.
ilħaraami xaaf.

16.2 T: ilwalad rigiʕ.

S_1: ilwalad rigiʕ. laakin hiyya miš ʕawzaa yirgaʕ.

S_2: ilʔawlaad rigʕu. laakin hiyya miš ʕawzaahum yirgaʕu.

Continue with the sentences in drill 16.1.

16.3 huwwa ʕawizni ʔaagi. Substitute:

kal
xarag
nadithum
saħħaaha
giri
raaħ
nizil

wiʔif
ʔaʕad
salla
ʔara
radd^{i} ʕalee
ħaawil
rikb-ilʔatr

ħaama ʕannu
fihim
siħi badri
bassilu
faat ʕalee
sallim ʕaleehum
rigiʕ

16.4 intu ʕawzinhum yiigu.

Substitute, using the verbs in drill 16.3.

16.5 hiyya ʕawzaak tiigi.

Substitute, using the verbs in drill 16.3.

16.6 T: ilmudarris ʕawizna-nzaakir. inti.

S: ilmudarris ʕawzik tizakri.

T: humma.

S: ilmudarris ʕawizhum yizakru.

Continue with other persons, using the following:

ʔabuuya ʕawizni ʔaktiblu.

ilʕaskari ʕawizni ʔadfaʕ mixalfa.

ʔuxti ʕawzaani ʔafuut ʕaleeha.

ʔasħaabu ʕawziinu-yzurhum.

mafiiš ħadd^{i} ʕawizhum yiʕmilu ħaaga.

B. Prepositional phrases with /li/.

katab li miin,	To whom did he write?
katab li saħbu.	He wrote to his friend.
katablu.	He wrote to him.
li saħbu.	To his friend.
luh.	To him.
makatabluuš.	He did not write to him.
sallimli ʕala ʔaxuuk.	Greet your brother for me.

N16.2 In the construction verb + /li/-phrase, if /li/ is followed by a pronoun (bound form only, N9.1), then the phrase is bound to the verb. However, the phrase may also occur by itself, typically in answer to a question.

The preposition /li/ in these examples has a much larger area of meaning than that of English to. It could also have been translated for or in/on behalf of, or with other verbs also toward.

As in the negative (N15.5), the 3 m. and 3 p. forms of /gih/ are /gaa-/ and /guu-/ before /li/ + pronoun: /gaali/ 'he came to me'. Note also that in any form of /gih/ + /li/ + 1 s. pronoun, the /li/-phrase may be replaced by /-ni/.

Note that some of the pronouns have a special bound form after /li/ if the phrase occurs by itself, and that the phrase has different forms depending on whether the pronoun is Group I or II (N6.4), and whether the verb ends in C or CC. The details are given in Table 16.1; (cf. Tables 6.1 and 7.1).

		C	CC	
I.	1 s.	-li	-ili	liyya
	2 m.	-lak	-ilak	lak
	2 f.	-lik	-ilik	liki
	3 m.	-lu	-ilu	luh
II.	3 f.	-laha	-ilha	laha
	1 p.	-lina	-ilna	lina
	2 p.	-lukum	-ilkum	lukum
	3 p.	-luhum	-ilhum	luhum

Table 16.1

DRILLS

16.7 T: katab li miin,

S: katablaha.

T: ʔara-l miin,

S: ʔaralha.

Continue with the following:

fataħ
daxal
xarag
rigiʕ
dafaʕ

fassar
sammaʕ
ʔaal
raaħ
baaʕ

nizil
wiʔif
mada
rama
ħaka

giri
miši
ʔara
ɣanna
gih

In drills 16.8-12, continue with the verbs in drill 16.7.

16.8 T: katabt^{i}-l miin,

S_1: katabtilhum.

S_2: makatabtiš li ħadd.

16.9 T: katabna-l miin,

S: katabnaalu.

16.10 T: kátabu-l miin,

S: katabulna.

16.11 T: ʕaawiz tiktib li miin,

S: ʕaawiz ʔaktiblak.

16.12 T: katab.

S: ana makatabtilkiiš. ana katabtilhum.

16.13 T: kátabu. ana.

S_1: liyya.

S_2: katabuuli? laʔ makatabuliiš.

T: humma.

S_1: luhum.

S_2: katabulhum? laʔ makatabulhumš.

Continue with other persons, using the following:

bassit
ʔaal
ʔaru
gat
gum
raaħit
giryu
gih
wiʔif

16.14 T: katab.

S_1: inta makatabtiluuš lee, iktiblu.

S_2: ana katiblu.

Continue with the verbs in drill 16.13.

16.15 T: katab.

S_1: inti makatabtilhumš^{i} lee, iktibilhum.

S_2: hiyya katbalhum.

Continue with the verbs in drill 16.13.

C. Manner complements.

saaʔ-izzaay,	How did he drive?
saaʔ bi-šweeš.	He drove slowly.
saaʔ ʕala mahlu.	He drove carefully.
suuʔi ʕala mahlik.	Drive carefully.
naam ʔadd^{i} ʔee,	How long did he sleep?
naam saʕteen.	He slept two hours.

saafir bi ʔee,	How did he travel?
saafir bi-ttayyaara.	He traveled by plane.
raaħ-ilbeet-imbaariħ bi surʕa.	He went home yesterday quickly.
raaħ-ilbeet bi surʕa-mbaariħ.	He went home quickly yesterday.

N16.3 The question words (or interrogatives) /izzaay/, /ʔadd^{i} ʔee/, and /bi ʔee/ can be replaced by manner complements.

Like place complements (N8.4), manner complements follow the verb (and the object if there is one). Manner and time complements, in either order, follow place complements.

/ʔábadan/ 'never' is used only with negative constructions.

DRILLS

LIST 16.1 Manner Complements

ʔawaam	quickly	bi-shuula	easily
bi surʕa	quickly	bi-ssudfa	accidentally
ʕala γafla	suddenly	li waħd(-u)	by (him)self
šuwayya (-zγayyara)	a (little) bit	ʕala mahl-	slowly, gently
kitiir	much	bi-šweeš	slowly
ʔábadan	never	kuwayyis	well
ħaalan	immediately	sawa	together

LIST 16.2 Verbs and manner complements

daxal	bi surʕa
raaħ-ilbeet	ʕala γafla
nizil	ʔábadan
ʕadda	ʕala mahlu
rigiʕ	ħaalan
	ʔawaam

16.16 rigʕu ʔawaam.

Continue with other verbs and complements.

16.17 T: saaʔ ʕala mahlu. hiyya.

S: saaʔit ʕala mahlaha.

T: humma.

S: saaʔu ʕala mahluhum.

Continue with other persons, using the following:

miši ʕala mahlu.
biyilbis ʕala mahlu.
xarag li waħdu.
ħayruuħ li waħdu.
biyisħa-l waħdu.

16.18 ilmudarris saafir bi-lʔatr. Substitute:

ilmudarrisiin
bi-ttayyaara
ilmudarrisa
ʕala γafla
ana
ʔabl-ittilmiiz

bi-ssudfa
šaaf
iħna
rigiʕ
bi surʕa
intu

ʔawaam
miši
kitiir
naam
bi-shuula
ʔawaam

inta
raaħ
bi-lʔutubiis
saafir
rigiʕ
inti

D. Interrogatives.

katab ʔee-mbaariħ,	What did he write yesterday?
katab gawaab-imbaariħ.	He wrote a letter yesterday.
katab bi ʔee,	With what did he write?
katab bi ʔalam.	He wrote with a pencil.
iddeet-ilfiluus li miin,	To whom did you give the money?
iddeet-ilfiluus li-lwalad.	I gave the money to the boy.
ilkitaab da min feen,	Where does this book come from?
min feen-ilkitaab da.	Where does this book come from?
ilkitaab da min masr.	This book is from Egypt.
miin dárabu.	Who hit him?
darab miin,	Whom did he hit?

N16.4 Interrogatives may be used independently or in construction with certain prepositions, commonly only /bi/, /li/, /min/, /ʕala/, /ʔadd/, and /ʕašaan/.

Interrogatives may substitute for nouns or pronouns as subjects or objects.

Note that interrogative sentences usually have the same intonation as statements if the interrogative occurs at the beginning.

DRILLS

16.19 T: ilʔustaaz-itʔaxxar.

S: miin-itʔaxxar.

Continue with the following, substituting interrogatives for free subjects, objects, or complements:

ʕawizni ʔaktiblu gawaab.

xaragit-issaaʕa tisʕa.

safru bi-ttayyaara.

wiʔif ʕala-lmaħatta.

ʕiid-issawra-f yulyu.

rigiʕna ʔawwil-imbaariħ.

ilmaktaba maʔfuula ʕašaan-innaharda-lħadd.

bazaakir talat saʕaat fi-lyoom.

ʕumru xamas siniin.

dárabu-b ʔasaawa.

16.20 T: xarag maʕa ʔaxuu.

S: xarag maʕa miin,

Continue with the following using interrogatives with prepositions:

inta xaayif min-ilʔimtiħaan.

saafir bi-lʔatr.

huwwa min masr.

ʕamalitha-b saʕteen.

huwwa hina min yoom litneen.

ʔaʕad hina sanateen.

ilkitaab bi xamsa-gneeh.

ilħaʔʔ^{i} ʕala mustafa.

katablaha gawaab.

ilwalad zayy^{i} ʔabuu.

SUPPLEMENTARY DRILLS

16.21 šaaf naas kitiir ʔaʕdiin.

Substitute participles of the following verbs for /ʔaʕdiin/:

daxal

xarag

saafir

raaħ

siħi

wiʔif

ʔalaʕ

rigiʕ

naam

gih

ʕadda

ʔafal

libis burneeta

šaal šunat

tafa-nnuur

miši ʕala riglee

16.22 ʕawzak tiktiblu gawaab.

Substitute for /tiktiblu gawaab/:

pay him his wages

take the car for him to town

come to him early

empty the drawer for him

choose a coat for him

complete the homework for him

sharpen the pencil for him

build a house for him

leave the bag at the door for him

go to town for him

find a hotel for him

inquire about the university for him

16.23 T: Why are you late?

S: mumkin tiʔuɫli-tʔaxxart^{i} lee,

Continue with the following:

What did you do to him?

When are you going to pay me my wages?

How long are they going to stay in the hotel?

Whom did you greet for me?

Why did he not count the money for me?

When is she going to sell us the car?

Where did you build her the house?

How much did they pay them?

Conversation

ELEMENTARY EDUCATION

1. ittaʕliim fi masr^{i} maʔsuum li ʔarbaʕ maraaħil.	Education in Egypt is divided into four stages.
2. ilmarħala-lʔawwiinaiyya hiyya -lmarħala libtidaʔiyya.	The first stage is the elementary (beginning).
3. ittaʕliim libtidaaʔi sitt^{i}-sniin.	Elementary education is six years.
4. ittalamza-byibtídu-lmadrasa-f sinn^{i} sitta.	The pupils begin school at the age of six.
5. fi masr^{i} ħaliyyan zayy^{i}-f ʔamriika-ttaʕliim libtidaaʔi ʔigbaari.	In Egypt now, as in America, elementary education is compulsory.
6. laakin lissa fii ʔawlaad kitiir ʕumruhum ma raaħu-lmadrasa.	However, there are still many children who have never gone to school.
7. ilwizaara-btitʕaššim-inn^{i}-f sanit sabʕiin kull^{i} walad ʕumru sitt^{i}-sniin ħaykuun fi-lmadrasa.	The Ministry (of Education) hopes that by the year '70 every child six years of age will be in school.
8. ʕašaan yitimm-ilmašruuʕ da, ʕala -lħukuuma tibni ħawaali mi[illegible]a-xamsiin madrasa fi-ssana.	In order to realize this project, the government will have to build about 150 schools a year.
9. fi-btidaaʔi-ttalamza-byitniʔlu min sana-l sana min γeer ma yaxdu-mtiħanaat.	In the elementary schools the pupils are promoted from year to year without taking examinations.
10. innama-f sana satsa fii ʔimtiħaan nihaaʔi-f ʔaxr-issana.	However in the sixth year there is a final examination at the end of the year.
11. ittalamza-lli-byingaħu-byudxulu -lmarħala-ttanya-w hiyya -lmarħala-lʔiʕdadiyya.	The pupils who pass enter the second stage; this is the preparatory (Junior High).

12. ilmadars-il?iʕdadiyya nuʕeen, fanniyya-w ʕamma.	Preparatory schools are of two types, technical and general.
13. fi ?iʕdaadi-ttalamza-byaxdu sitt^{i} ħisas luγa ?agnabiyya fi-l?usbuuʕ.	In preparatory schools the pupils take six hours of a foreign language a week.
14. ittaʕliim-il?iʕdaadi taiat siniin.	Preparatory education is three years.
15. fi ?axru-mtiħaan nihaa?i.	At the end there is a final examination.
16. ħawaali xamsiin fi-lmiyya min -ttalamza-byingaħu wi-byaxdu šahaada.	About fifty percent of the pupils pass and receive (take) a certificate.
17. ?arbiʕiin fi-lmiyya min-ittalamza dool biykammilu-drasithum.	Forty percent of these pupils continue their studies.
18. wi-byudxulu ?imma-lmadars -issanawiyya-lʕamma ?aw -ilfanniyya ?aw maʕahd -ilmuʕallimiin.	They enter either the general or the technical secondary schools or the teachers institutes.
19. baʕd^{i}-ttaalib ma yitxarrag min maʕahd-ilmuʕallimiin bitʕayyinu -lwizaara mudarris-ibtidaa?i.	After the pupil leaves the teachers institutes, he is appointed by the Ministry an elementary school teacher.

Grammar

A. The modals /ʕala/, /nifs/, and /?azd/.

ʕalee-yzaakir.	He ought to study.
ʕalayya ?aktib gawaab.	I ought to write a letter.
nifsu-ysaafir.	He longs to travel.
nifsina-nšuuf-il?ahraam.	We long to see the pyramids.
?azduhum yikallimu-lmudiir.	They intend to speak to the director.
?azdak tizakr-iddars^{i} da.	You intend to study this lesson.
manifsuuš yisaafir.	He does not long to travel.
nifsu maysafirš.	He longs not to travel.

N17.1 These modals are used with bound pronouns and are always followed by the imperfect without tense prefixes. The subject of the verb agrees in person and number or gender with the pronoun.

Either the modal or the verb may be negated; /ma- -š/ is used with either.

DRILLS

17.1 T: ʕalee-yzakr-iddars. intu.

S: ʕaleekum tizakru-ddars.

T: ana.

S: ʕalayya ʔazakr-iddars.

Continue with other persons, using the following:

dafaʕ-ilmixalfa.
ʕamal-ilwaagib.
mada-lgawabaat.
kammil-ilħikaaya.
tafa-nnuur.
saʕd-ittálaba.
ʔara-lmuħadra.
katab li ʔaxuu.

17.2 T: ʕalee-yzakr-iddars.

S: maʕalihuuš yizakr-iddars^{i} laakin zakru.

Continue with the sentences in drill 17.1.

17.3 T: ʕaleena-nzakr-iddars.

S: maʕalinaaš nizakr-iddars^{i} laakin zakirnaa.

Continue with the sentences in drill 17.1.

17.4 T: ʕaleeha-dzakr-iddars.

S: maʕalihaaš tizakr-iddars^{i} laakin zakritu.

Continue with the sentences in drill 17.1.

17.5 T: lissa maguuš. laakin nifsuhum yiigu sawa. kal.

S: lissa makaluuš. laakin nifsuhum yaklu sawa.

Continue with the following:

xarag
raaħ
nizil
ʔaʕad
miši
salla
ʔara
rikb-ilʔatr
faat ʕalee
ħall-ilmasʔala
rigiʕ
ɣanna
gih
zaar-ilmaʕrad
saafir

In drills 17.6-9, continue with the items in drill 17.5.

17.6 T: lissa magitš. laakin nifsi ʔaagi. kal.
S: lissa makaltiš. laakin nifsi ʔaakul.

17.7 T: lissa magitiiš. laakin nifsik tiigi. kal.
S: lissa makaltiiš. laakin nifsik takli.

17.8 T: taʕaala. manifsakš^{i} tiigi lee, kal.
S: kul. manifsakš^{i} taakul lee,

17.9 T: laa gum wala ʔazduhum yiigu. kal.
S: laa kalu wala ʔazduhum yaklu.

B. Verbs with two objects.

katab gawaab li saħbu.	He wrote a letter to his friend.
katab li saħbu gawaab.	He wrote to his friend a letter.
kátabu-l saħbu.	He wrote it to his friend.
katablu gawaab.	He wrote to him a letter.
katabhuulu.	He wrote it to him.
makatabhuluuš.	He did not write it to him.

N17.2 A verb may have two objects, direct and indirect, and either or both may be free (nouns) or bound (pronouns) (N12.1). The indirect object is always preceded by /li/ (cf. N16.2). If both objects are free, then either may immediately follow the verb. If one object (either direct or indirect with /li/) is bound, then it is bound to the verb and the free object follows. If both objects are bound, then the direct must precede the indirect, and the direct if 3 m. has the form /-hu/ (N13.3).

The negative is with /ma- -š/.

DRILLS

17.10 T: ħaka-lħikaaya li-ttalamza.
S$_1$: iħki-lħikaaya li-ttalamza.
S$_2$: ħakitha li-ttalamza.
S$_3$: ħakithalhum.

Continue with the following:

katab gawaab li saħbu.
kawa-lʔamiis li-ssitt.
ʕadd-ilfiluus li-lʔafandi.
baʕat-ilmaħfaza li-lmudiir.
fataħ-ilbaab li-ttalamza.
dafaʕ-ilmixalfa li-lʕaskari.
xad-issaaʕa li-mudarrisa.
gaab-ilgawabaat li-nnaazir.
baaʕ-ilʕarabiyya li-ssawwaaʔ.
ʔaal-ilkilma di li-lmudarris.
fassar-ilmasʔala li-ttalamza.
ʕamal-ilwaagib li saħbu.

In drills 17.11-14, continue with the sentences in drill 17.10.

17.11 T: ħaka-lħikaaya li-ttalamza.
S_1: iħki-lħikaaya li-ttalamza.
S_2: iħkilhum-ilħikaaya.
S_3: iħkihalhum.

17.12 T: ħaka-lħikaaya li-ttalamza.
S_1: iħku-lħikaaya li-ttalamza.
S_2: ħakinaaha li-ttalamza.
S_3: ħakinahalhum.

17.13 T: ħaka-lħikaaya-l saħbu.
S_1: lee maħakuuš-ilħikaaya-l saħibhum.
S_2: ħakuhaalu.
S_1: laʔ, maħakuhaluuš.

17.14 T: ħaka-lħikaaya-l saħbu.
S_1: lee maħakitš-ilħikaaya-l saħbak.
S_2: ħaħkihaalu baʕdeen.
S_3: miš ħaħkihaalu.

17.15 T: ħakit-ilħikaaya. laha.
S: ħakithalha.
T: liyya.
S: ħakithaali.
Continue with other persons, using the sentences in drill 17.10.

17.16 T: ħaku-lħikaaya. luhum.
S: ħakuhalhum.
T: liyya.
S: ħakuhaali.
Continue with other persons, using the sentences in drill 17.10.

17.17 T: ħaka-lħikaaya. lina.
S_1: iħkilna-lħikaaya.
S_2: iħkihalna.
T: laha.
S_1: iħkilha-lħikaaya.
S_2: iħkihalha.
Continue with other 3rd and 1st pers., using the sentences in drill 17.10.

C. Numerals: ordinals after nouns.

inti ʕawza ˀaani-ktaab,	Which book do you want?
ʕawza-lkitaab-ittaalit.	I want the third book.
da-lkitaab-ittaalit.	This is the third book.
di-lgumla-ttalta.	This is the third sentence.
da-lkitaab-ilˀawwil / ˀawwilaani.	This is the first book.
di-lħissa-lˀuula / ˀawwilaniyya.	This is the first period.
idduruus-ilˀawwilaniyyiin sahliin.	The first lessons are easy.
ilgumal-ittanyiin gudaad.	The other sentences are new.
da-lkitaab-ilˀaaxir / ˀaxraani.	This is the last book.
di-lħissa-lˀaxra / ˀaxraniyya.	This is the last period.
da-lkitaab-ilħidaašar.	This is the eleventh book.
di-lħissa-lħidaašar.	This is the eleventh period.
da-ddars-issabaʕtaašar.	This is the seventeenth lesson.
di-lħissa-ssabaʕtaašar.	This is the seventeenth period.

N17.3 The ordinals first through tenth have m. and f. forms, given in Table 17.1. They follow nouns and agree with them in gender and definiteness. In addition, like adjectives, the ordinals first and second (often to be translated other) have p. forms /ˀawwilaniyyiin/ and /tanyiin/; they hence agree with nouns in definiteness and gender or number (cf. N5.2). The forms /ˀawwil/ and /ˀuula/ are less commonly used after nouns except in expressions like /dáraga ˀuula/ 'first class', /sana ˀuula/ 'first year' (of school or college).

The ordinals from eleventh on are invariant in form, agreeing with nouns only in definiteness.

The adjective /ˀaaxir/ patterns like the ordinals and hence is here included.

ʔawwilaani (ʔawwil)	ʔawwilaniyya (ʔuula)
taani	tanya
taalit	talta
raabiʕ	rabʕa
xaamis	xamsa
saatit (saadis)	satta (satsa)
saabiʕ	sabʕa
taamin	tamna
taasiʕ	tasʕa
ʕaašir	ʕašra

Table 17.1

DRILLS

17.18 huwwa-ddars-ilʕaašir saʕb? Substitute ordinals:

tamanya
ħidaašar
itneen
ʕišriin
talaata
itnaašar
waaħid
talatiin
xamsa
xamastaašar
sabʕa
ʔarbaʕa
miyya
tisʕa
waaħid
sitta

17.19 ahoo-lkitaab-ilʕaašir. Substitute:

awwilaani
tilmiiza
satr
taamin
tazkara
ħidaašar
gumla
dars
taalit
ħissa
tamriin
itnaašar
muħadra
xaamis
ʔimtiħaan
ilkilma
taani
gawaab
wáraʔa
fasl

17.20 da-lkitaab-ilʔawwilaani. ʔummaal feen-ilkutub-ittanyiin,

Substitute for /kitaab/ and /kutub/:

tilmiiz
ʕilba
kursi
ʔooda
durg
dulaab
saaʕa
ʕarabiyya
mabna
tamriin
ħaraami
wáraʔa
duktoor
šubbaak
dars
mudarrisa
ʔimtiħaan
ʕaamil
tazkara
ħikaaya

17.21 da-lkitaab-ilʔawwilaani walla-lʔaxraani,

Substitute for /kitaab/, using the nouns in drill 17.20.

17.22 T: da-ddars-il?awwilaani. kitaab.

S_1: da-lkitaab-il?awwilaani walla-ttaani,

S_2: da laa-lkitaab-il?awwilaani wala-ttaani.

Continue with the nouns in drill 17.20.

SUPPLEMENTARY DRILLS

17.23 ʕala-lwizaara tibni madaaris. Substitute:

idda minaħ.

darris luɣaat.

fataħ madaaris.

na??a ?aħsan naas.

ʕayyin mudarrisiin.

saʕd-ittalamza.

fassar-ilmašruuʕ.

ibtada ħaalan.

17.24 ?arbiʕiin fi-lmiyya min-ittalamza-byingaħu. Substitute:

kammil dirastu.

itxarrag.

daxal-ilgamʕa.

kal fi-lmadrasa.

xad faransaawi.

rikb-il?atr.

saafir barra.

raaħ-ilmadrasa.

?ara-kwayyis.

ɣaab marra fi-ššahr.

17.25 mumkin tigibhaali min fadlak. Substitute:

fill them for her

read it (f.) to them

ask her for me

open it (m.) for us

pay them to him

put it (f.) for me on the table

iron them for them

sharpen it (m.) for us

explain them to her

solve it (f.) for him

LESSON 18 iddars-ittamantaašar

Conversation

SECONDARY AND UNIVERSITY EDUCATION

1. ilmarħala-ssanawiyya zayy -ilʔiʕdadiyya talat siniin.	The secondary stage, like the preparatory, is three years.
2. fi sana tanya sánawi-ttalamza -byitfarraʕu-l qismeen, ʕilmi-w ʔádabi.	In the second year secondary, the pupils are divided into two sections, scientific and literary.
3. fi qism^{i} ʕilmi-byitxassasu fi -lʕuluum wi-rriyaada.	In the scientific, they specialize in sciences and mathematics.
4. fi qism^{i} ʔádabi-byaxdu tariix wi guɣrafya-w falsafa bidaal -ilʕuluum.	In the literary section, they take history, geography, and philosophy instead of the sciences.
5. kull-ittálaba-byaxdu tadriib ʕaskari wi-byidrisu luɣateen ɣeer-ilʕárabi.	All the students take military training and study two languages besides Arabic.
6. fi ʔaxr-ilmarħala-ssanawiyya -mtiħaan nihaaʔi.	At the end of the secondary stage is a final examination.
7. ittalamza-lli-byingaħu-byaxdu šahaada-smaha-ssanawiyya -lʕamma.	The pupils who pass receive a certificate called "The General Certificate of Secondary Education."
8. wi kulluhum biyħibbu yudxulu gamʕa ʔaw maʕhad ʕaali.	All of them like to enter a university or a higher institute.
9. laakin-ilgamʕaat wi-lmaʕahd -ilʕulya muzdáħima giddan.	However, the universities and the higher institutes are very crowded.
10. fa bass-ittálaba-lli xadu daragaat ʕalya-byitʔiblu.	Hence only the students who have (took) high grades are admitted.
11. ittanyiin biyħawlu yitwazzafu fi -lħukuuma ʔaw-iššarikaat.	The others try to find employment in government or business (companies).
12. ilmarħala-lgamiʕiyya ʔarbaʕ siniin ʔaw ʔaktar.	The university stage is four years or more.

13. wi-lkulliyyaat nuʕeen. ʕamaliyya zayy^{i} kulliyyaat-issaydala wi -lhandasa, wi nazariyya zayy^{i} kulliyyaat-ittigaara wi-ttarbiya.	The colleges are of two types: experimental, like pharmacy and engineering, and theoretical, like commerce and education.
14. fi nihayt-ilʔarbaʕ siniin-ittálaba -byitxarragu-f bakaluryoos ʔadaab ʔaw ʕuluum.	At the end of four years the students are graduated with a B.A. or B.S.
15. tabʕan-ilgamʕaat biyiddu kamaan mažisteer wi dukturaa.	Of course the universities also give masters and doctors degrees.
16. fi-ttaʕliim-ilʕaali dilwaʔti ħawaali miit ʔalf^{i} taalib.	In higher education at present there are about 100,000 students,
17. wi-lʕadad biyziid bi surʕa.	and the number is increasing rapidly.
18. ittalat maraħl-ilʔawwilaniyyiin taħt^{i} ʔišraaf wizart-ittarbiya wi-ttaʕliim.	The first three stages are under the supervision of the Ministry of Education.
19. ilgamʕaat wi-lmaʕahd-ilʕulya taħt^{i} wizart-ittaʕliim-ilʕaali.	The universities and the higher institutes are under the Ministry of Higher Education.
20. kull^{i} maraħl-ittaʕliim fi masr^{i} magganiyya.	All stages of education in Egypt are free.

Grammar

A. The modal /ʕumr/.

ʕumraha ma safrit masr.	She has never traveled to Egypt.
ʕumrina ma šufnaa.	We have never seen him.
ʕumru ma-byirkab-ilʔatr.	He never rides the train.
ʕumru ma yirkab-ilʔatr.	He never rides the train.
ʕumruhum ma ħayšufuu.	They will never see him.
ʕumrak šuft-irraagil da?	Have you ever seen this man?
maʕumrinaaš šufnaa.	We have never seen him.

N18.1 The modal /ʕumr/ is used with bound pronouns. It may be followed by a verb in the perfect or the imperfect with tense prefixes (/bi-/ or /ħa-/). The tense prefix /bi-/ may be omitted. The subject of the verb and the pronoun agree in person and number or gender (cf. N17.1). Note the two constructions; /ʕumr-/ + pronoun + /ma/, or /maʕumr-/ + pronoun + /-š/. In questions /ʕumr-/ + pronoun alone may be used.

DRILLS

18.1 T: simʕ-ilħikaaya.

S_1: ʕumrak simiʕt-ilħikaaya di?

S_2: laʔ. ʕumri ma-smiʕtaha.

Continue with the following:

šaaf-irraagil.

darab-ilwalad.

fataħ-ilʕilba.

zaar ʔamriika.

ʔabl-ilmudiir.

ʔaal-ilkilma.

faat ʕa-nnaas.

radd ʕa-nnaas.

xad-ibnu maʕaa.

libs-iždžakitta.

18.2 T: simʕ-ilħikaaya.

S_1: ʕumrukum simiʕtu-lħikaaya di?

S_2: aywa. laakin ʕumrina ma ħanismaʕha taani.

Continue with the sentences in drill 18.1.

18.3 T: nisi-lkitaab.

S_1: ʕumru-byinsa-lkitaab?

S_2: laʔ. ʕumru ma-byinsa ħaaga.

Continue with the following:

fihm-iddars.

širb-ilʔahwa.

dafaʕ-ilmixalfa.

ʕamal-ilwaagib.

zakr-iddars.

saawa-lʔooda.

fassar-ilmasʔala.

ʔaaḷ-ilkilma.

gaab ilʕilba.

rama-lwáraʔa.

ʔara-lkitaab.

diri bi-lħikaaya.

18.4 T: gaab-ilkitaab.

S_1: ʕumraha gaabit-ilkitaab?

S_2: laʔ. ʕumraha ma gabitu.

S_3: laakin laazim tigiibu dilwaʔti ʔahoo.

Continue with the sentences in drill 18.3.

18.5 T: simʕ-ilħikaaya.

S_1: ʕumruhum ma simʕu-ilħikaaya di.

S_2: maʕumruhumš^{i} simʕuuha.

Continue with the sentences in drill 18.1.

18.6 T: gaab-ilkitaab.

S_1: ʕumrik gibti-lkitaab?

S_2: ʕumraha ma bitgiib ħaaga.

S_3: maʕumrahaaš bitgiib ħaaga.

Continue with the sentences in drill 18.3.

B. /wala/ as a coordinator with negative verbs.

laa ʔara wala katab.	He neither read nor wrote.
maʔaraaš wala katabš.	He neither read nor wrote.
laa-byiʔra wala-byiktib.	He neither reads nor writes.
laa-byiʔra wala yiktib.	He neither reads nor writes.
mabyiʔraaš wala yiktibš.	He neither reads nor writes.
laa ħašuufu wala ħakallimu.	I will neither see him nor speak to him.
miš ħašuufu wala ħakallimu.	I will neither see him nor speak to him.
miš ħašuufu wala ʔakallimu.	I will neither see him nor speak to him.

N18.2 Note the two constructions: /laa/ + verb + /wala/ + verb (cf. N5.4), or /ma-/ + verb + /-š/ + verb + /-š/. In the second construction, only the first verb is preceded by /ma-/. In either construction, the tense prefixes are optional with the second verb.

DRILLS

18.7 T: ʔara-w katab.

S$_1$: laa ʔara wala katab.

S$_2$: maʔaraaš wala katabš.

Continue with the following:

daxal, xarag

raaħ, gih

fataħ, ʔafal

ʔaam, ʔaʕad

simiʕ, šaaf ħaaga

kal, širib

xad, idda

naam, ʔaam hina

kallimu, radd^i ʕalee

sallim ʕalee, kallimu

18.8 T: huwwa-nta ʔareet wi katabt?

S$_1$: laʔ. laa ʔareet wala katabt.

S$_2$: maʔaritš^i wala katabtiš.

Continue with the verbs in drill 18.7.

18.9 T: maʔaraaš wala katabš. intu.

S: maʔarituuš wala katabtuuš.

T: iħna.

S: maʔarinaaš wala katabnaaš.

Continue with other persons, using the verbs in drill 18.7.

18.10 T: mabyiʔraaš wala yiktibš. intu.

S: mabtiʔruuš wala tiktibuuš.

T: iħna.

S: mabniʔraaš wala niktibš.

Continue with other persons, using the verbs in drill 18.7.

18.11 T: ʔara-w katab.

S$_1$: laa ħaʔra wala ʔaktib.

S$_2$: miš ħaʔra wala ʔaktib.

Continue with the verbs in drill 18.7.

18.12 T: masmiʕtuuš-ilħikaaya wala ʕamaltuuš ħaaga. šaaf-irraagil.

S: mašuftuuš-irraagil wala ʕamaltuuš ħaaga.

Continue with the sentences in drill 18.1.

18.13 T: miš ħanismaʕ-ilħikaaya wala niʕmil ħaaga. šaaf-irraagil.

S: miš ħanšuuf-irraagil wala niʕmil ħaaga.

Continue with the sentences in drill 18.1.

C. Verbs requiring two objects.

warra saħbu-ssaaʕa.	He showed his friend the watch.
warraa-ssaaʕa.	He showed him the watch.
warra-ssaaʕa-l saħbu.	He showed the watch to his friend.
warraaha-l saħbu.	He showed it to his friend.
warrahaalu.	He showed it to him.
warrahaani.	He showed it /her to me.
warrahuuni.	He showed it /him to me.
warrahumli.	He showed them to me.

N18.3 A few verbs, like /warra/, require two objects. Either or both objects may be free or bound (cf. N17.2). However, the indirect object is preceded by /li/ only when it follows the direct. Note that if both objects are bound and the direct is 3 m. or 3 f. (/-hu/ or /-ha/ respectively), and the indirect is 1 s., then the latter is not preceded by /li/. It hence has the form /-ni/ rather than /-i/. After direct objects other than 3 m. or 3 f., however, 1 s. is preceded by /li/.

DRILLS

LIST 18.1 Verbs

ˀalaʕ	ˀallaʕ	ˀara	ˀarra
dafaʕ	daffaʕ	mada	madda
širib	šarrab	šaal	šayyil
libis	labbis	kal	wakkil
fihim	fahhim		

18.14 T: ilwalad ˀalaʕ-issaaʕa.

S_1: ˀallaʕu-lwalad-issaaʕa.

S_2: ˀallaʕuu-ssaaʕa.

Continue with the following:

libs-ilburneeta.

dafɜʕ mixalfa.

širib ˀahwa.

fihm-iddars.

šaal-iššanta.

ˀara-lgawaab.

kal-ilɣada.

mada-lgawaab.

18.15 T: ilbint^{i} ˀálaʕit-issaaʕa.

S_1: ˀallaʕtu-lbint-issaaʕa.

S_2: ˀallaʕtu-ssaaʕa li-lbint.

S_3: ˀallaʕtuhalha.

Continue with the sentences in drill 18.14.

LIST 18.2 Verbs

sallif	lend
sallim	deliver
ʕallim	teach
saˀa (i)	give to drink
idda (ir)	give

18.16 T: warra-ssaaʕa-l saħbu.

S_1: warri-ssaaʕa-l saħbak.

S_2: warritha-l saħbi.

S_3: warrithaalu.

Continue with the following:

idda-lgawaab li-lmudarris.

sallif-ilfiluus li ˀaraybu.

sallim-ilʕilba li-lmudiir.

saˀa-lˀahwa li-lʕummaal.

daffaʕ-ilmixalfa li-lfallaaħ.

fahhim-iddars^{i} li-ttalamza.

šayyil-iššanta li-rraagil.

labbis-ilgazma li-lbint.

18.17 T: warra-ssaaʕa-l saħbu.

S_1: warru-ssaaʕa-l saħibkum.

S_2: warru saħibkum-issaaʕa.

S_3: warrinahaalu.

Continue with the sentences in drill 18.16.

18.18 T: warrit-issaaʕa. laha.

S: warrithalha.

T: lak.

S: warrithaalak.

Continue with other persons, using the sentences in drill 18.16.

LIST 18.3 Verbs

daxal	daxxal	rikib	rakkib
ʔaʕad	ʔaʕʕad	nizil	nazzil
xarag	xarrag	diri	darra
rigiʕ	raggaʕ	siħi	saħħa
wisil	wassal	raaħ	rawwaħ
wiʔif	waʔʔaf	xaaf	xawwif
		ʔaam	ʔawwim

18.19 T: daxaltu guwwa.

S: miin daxxalkum guwwa.

T: dáxalit guwwa.

S: miin daxxalha guwwa.

Continue with other persons, using the following:

ʔaʕad ʕa-lkursi.
xarag barra.
wisil li-lbeet.
rikb-ilʔatr.
nizil taħt.
rigʕ-ilbeet.
ʔaam ʕala γafla.
raaħ-ilbeet.
xaaf.
siħi badri.
diri bi-lħikaaya.
wiʔif saʕteen.

D. Numerals: ordinals before nouns.

da taalit kitaab.	This is the third book.
di taalit ħissa.	This is the third period.
di ʔawwil marra.	This is the first time.
di xaamis marra.	This is the fifth time.
di ʔaaxir gumla.	This is the last sentence.

N18.4 Before nouns, only the ordinals first through tenth are used. They are invariant in form in this position, showing no gender or number agreement. The form is the same as that identified as m. in Table 17.1. Note that /ʔawwilaani/ is not used before nouns. Neither the ordinal nor the noun occur with the article.

The ordinals from eleventh on are used only after nouns (cf. N17.3).

Again the adjective /ʔaaxir/, also invariant in form, patterns like the ordinals.

DRILLS

18.20 T: ahoo-lkitaab-ilʕaašir. awwilaani.
S_1: ahoo-lkitaab-ilʔawwilaani.
S_2: ahoo ʔawwil kitaab.
Continue with the numerals in drill 17.18.

18.21 da ʕaašir kitaab.
Substitute, using the items in drill 17.19.

18.22 T: da ʔawwil walla ʔaaxir kitaab, marra.
S_1: di ʔawwil walla ʔaaxir marra,
S_2: di-lmarra-lʔawwilaniyya walla-lʔaxraniyya,
Substitute, using the nouns in drill 17.20.

18.23 T: daras-iddars.
S_1: madarašš^{i} laa-ddars-ilʔawwilaani wala-ttaani.
S_2: madarašš^{i} laa ʔawwil wala taani dars.

Continue with the following:

ʔara-lħikaaya.
xad-ilʔatr.
rikb-ilħumaar.
talab-innimra.
šaaf-issitt.

daxal-ilʔooda.
daʔʔ^{i} ʕa-lbaab.
kammil-ilħikaaya.
ħall-ilmasʔala.
baaʕ-ittazkara.

SUPPLEMENTARY DRILLS

18.24 fi-ttaʕliim-ilʕaali miit ʔalf^{i} taalib. Substitute:

150,000
35,000
109,000
300,000

907,000
14,000
90,500
51,309

18.25 ittálaba-lli-byingaħu-byaxdu šahaada. Substitute:

travel
are divided into two sections
specialize in sciences
take mathematics
enter a university

are admitted
find employment
graduate
obtain an M.A.
teach in secondary school

18.26 mumkin tiʔulli-ssaaʕa kaam, min fadlak. Substitute:

Why is the number increasing so rapidly?
Why did you leave so suddenly?
When will they come together?
Why are you driving slowly?
Why doesn't he ever try?
How do they pass so easily?
When will you help me a little bit?
Where does she want to go alone?
When did you see him accidentally?
Why didn't you send her to him immediately?

LESSON 19 iddars-ittisaʕtaašar

Conversation

AL-AZHAR UNIVERSITY

1. ilʔazhar ʔaʔdam wi ʔahamm^{i} gamʕa ʔislamiyya-w min ʔaʔdam -ilgamʕaat fi-lʕaalam.	Al-Azhar is the oldest and most important Islamic University and one of the oldest universities in the world.
2. ʔassisu-lqaaʔid-ilfatimi goohar fi sanit tusʕu miyya-w sabʕiin.	The Fatimid General Gohar founded it in 970 (A.D.).
3. kaan fi-lʔawwil makaan li -lʕibaada bass.	At the beginning it was only a place of worship.
4. fi sanit tusʕu miyya tamanya-w tamaniin ħawwilu-lxaliifa -lʕaziiz li madrasa diniyya-w gamʕa.	In 988 the Caliph Al-Aziz made it into a religious school and a university.
5. wi min waʔtaha baʔa markaz muhimm^{i} giddan li tadriis-illuγa -lʕarabiyya wi-lqurʔaan.	From then on, it has been a very important center for the teaching of Arabic and the Quran.
6. ħaliyyan-ilʔazhar biyišmil gamʕa-w maʕaahid diniyya-ktiira.	At present, Al-Azhar includes a university and many religious institutes.
7. ʕadad tálabit-ilʔazhar ħawaali xamsa-w ʔarbiʕiin ʔalf.	The number of Al-Azhar students is about 45,000.
8. minhum talat talaaf taalib ʔagnabi, muʕzamhum min-ilbilaad -ilʔislamiyya.	Of these, 3,000 are foreign students, most of them from the Islamic countries.
9. ittaalib mabyiʔdarš^{i} yudxul -ilmaʕahd-iddiniyya-ttabʕa li-lʔazhar,	A student cannot enter a religious institute associated with Al-Azhar,
10. min γeer ma-ykuun ħafaz-ilqurʔaan kullu γayban wi xad-iššahaada libtidaʔiyya.	without having memorized the whole Quran and having obtained the elementary school certificate.

11. fi gamʕit-ilʔazhar taman kulliyyaat, minhum kulliyyaat -iddirasaat-ilʔislamiyya wi -ddirasaat-ilʕarabiyya wi-ttibb^{i} wi-lhandasa.	In Al-Azhar University there are eight colleges, among them the Colleges of Islamic Studies, Arabic Studies, Medicine, and Engineering.
12. wi kulliyyaat-ilʔazhar dool biyixtilfu ʕan-ilgamʕaat-ittanyiin.	These colleges of Al-Azhar differ from (those of) other universities,
13. fa-ttálaba fiihum biyidrisu -lʕuluum ʔaw-ilʔadaab wi -byitxassasu fi-lmawaad -iddiniyya-f nafs-ilwaʔt.	in that the students in them study sciences or arts and at the same time specialize in religious subjects.
14. maktabt-ilʔazhar daxma giddan.	The library of Al-Azhar is very large.
15. fiiha ʔalaaf-ilkutub wi-lmaxtutaat -ilʔudaam.	In it are thousands of books and old manuscripts.
16. li-lʔazhar nufuuz waasiʕ fi -lʕaalam-ilʔislaami,	Al-Azhar has extensive influence in the Islamic world,
17. ħees-innu ʔakbar markaz biyihtamm^{i}-b našr-ilʔislaam wi-b tadriis-ilqurʔaan wi -ššariiʕa.	because it is the largest center which is devoted to the spreading of Islam and the teaching of the Quran and Islamic Law.
18. muʕzam-irrúʔasa-ddiniyyiin fi -lbilaad-ilʔislamiyya dárasu fii.	Most of the religious leaders in the Islamic countries have studied in it.
19. wuguud-ilʔazhar fi masr-iddaaha markaz ʕaali-w nufuuz kibiir fi-lʕaalam-ilʔislaami.	The presence of Al-Azhar in Egypt gives it (Egypt) a prominent position and great influence in the Islamic world.

Grammar

A. The modals /yadoob/ and /zamaan/.

yadoobu daxal-ilʔooda.	He has just entered the room.
yadubhum gum.	They have just come.
zamaanak darast-iddars.	You must have studied the lesson by now.
zamanha wislit.	She must have arrived by now.

N19.1 These modals are used with bound pronouns and are always followed by the perfect of verbs. The subject of the verb agrees in person and number or gender with the pronoun (cf. N18.1).

DRILLS

19.1 T: siȟi. hiyya.

S: yadubha siȟyit, wi ʕawza timši?

T: inta.

S: yadoobak siȟeet, wi ʕaawiz timši?

Continue with other persons, using the following:

salla
kal
sammaʕ
libis
wisil
rigiʕ
daxal
ʕirif
gih

19.2 T: ʕadd-ilfiluus.

S_1 to S_2: ʕidd-ilfiluus.

S_2: yadoobi ʕadditha.

S_3 of S_2: aywa saȟȟ. yadoobu ʕaddaha.

Continue with the following:

saawa-lʔooda.
ʔara-lgawaab.
mala-lfingaan.
bara - lʔalam.
ȟall-ilmasʔala.
ʕamal-ilwaagib.
talab-innimra.
baʕat-ilʕilba.
xad-ilkutub.
ʔallu-lȟikaaya.

19.3 T: ʕadd-ilfiluus.

S_1: ʕiddu-lfiluus.

S_2: yadubna ʕaddinaaha.

S_3: ʕidduuha taani.

Continue with the sentences in drill 19.2.

19.4 T: warra-ssaaʕa-l saȟbu.

S_1: yadubhum warru-ssaaʕa-l saȟibhum.

S_2: yadubhum warruhaalu.

Continue with the sentences in drill 18.16.

19.5 T: issaaʕa baʔit waħda. zamaanu wisil.

S$_1$: issaaʕa baʔit waħda. zamanha wislit.

S$_2$: issaaʕa baʔit waħda. zamanhum wislu.

Continue with the following:

siħi
miši
naam
raaħ

ʔabilhum
xarag
rigiʕ
rikb-ilʔatr

saafir
ʔafal
kal
gih

19.6 T: xarag min saʕteen. zamaanu wisil. inti.

S: xaragti min saʕteen. zamaanik wisilti.

T: humma.

S: xáragu min saʕteen. zamanhum wislu.

Continue with other 2nd and 3rd pers. Repeat, substituting for /wisil/:

simiʕ kull^{i} ħaaga.
rikb-ittayyaara.
xad-ilʔutubiis.
faat ʕa-lbank.

tiʕib.
šaaf-ilmaʕrad.
raaħ-ilbeet.
ʔaabil saħbu.

B. Verb phrases: Verb I + verb.

nisi-ygiib-iššanta.	He forgot to bring the suitcase.
bitiʕraf tiʕuum?	Do you know how to swim?
miš ħayiʔdar yiigi.	He will not be able to come.
saami miš ʔaadir yilʕab.	Sami is not able to play.
laazim yiħaawil yiʔablu.	He must try to meet him.
ʕumraha ma ħatiʕraf tiʕuum.	She will never know how to swim.

N19.2 In this construction of verb + verb, only a limited number of verbs (Verb I, given in List 19.1), or active participles derived from them, can occur in first position. The verb may be perfect or imperfect (with or without tense prefixes). In second position, any verb may occur, but only in the imperfect without tense prefixes. Note that the two verbs have the same subject.

This construction may include a modal at the beginning. If the modal has a (bound) pronoun, then it and the subject of the verbs agree in person and number or gender.

DRILLS

LIST 19.1 Verb I

ʕirif	ʔidir (a)	be able
ħaawil	fidil (a)	keep on ntinue
ħabb	faddal	prefer
nisi	ibtada (i)	begin

19.7 T: ʕamal-ilwaagib.

S_1: ħawilt^{i} tiʕmil-ilwaagib?

S_2: ħawilt. laakin maʔdirtiš ʔaʕmilu.

S_3: niseet ʔaʕmilu.

Continue with the following:

fataħ-iššanta.	kawa-žžakitta.
wadda-lgawabaat.	ʕadd-ilfiluus.
fadda-ddurg.	baaʕ-ilʕarabiyya.
bara-lʔalam.	targim-ilgumla.
tafa-nnuur.	širb-iddawa.

19.8 T: ʕamal-ilwaagib.

S_1: ħawiltu tiʕmilu-lwaagib?

S_2: ħawilna. laakin maʔdirnaaš niʕmilu.

S_3: niseena niʕmilu.

Continue with the sentences in drill 19.7.

19.9 ibtada-yzaakir wi maʔdirš^{i}-ykammil.

Substitute for /zaakir/:

kal
ɣanna
kawa
ʔallu

katab
ʔara
ħaka-lħikaaya
ħall-ilmasʔala

sammaʕ
giri
daras
ʕadd-innaas

19.10 ħayħibbu yiigu walla-yfaddalu mayguuš?

Substitute for /gih/:

kal dilwaʔti
ɣanna
ʔara
naam

raaħ
saafir
nizl-ilbalad
rikib ʔatr

dafaʕ dilwaʔti
ʔaʕad
gih
kallimhum

19.11 fidlit timši-lγayt-issubħ.

Substitute for /miši/:

simʕ-irradyu
talab-innimra
katab
zaakir
bassilu
giri
širib ˀahwa
daras
kallimni
saaˀ
baka
naada

19.12 ana miš ˀaadir ˀafham ħaaga. Substitute:

iħna
ˀaal
hiyya
kal
humma
ʕamal
inta
talab
inti
nisi
intu
ˀara
naˀˀa
ana
xad
iħna
simiʕ
širib
huwwa
laˀa

19.13 ʕumraha ma ħatiʕraf tiʕuum li waħdaha. Substitute:

inti
saaˀ
intu
radd^{i} ʕalee
iħna
gih
ana
ˀara
humma
katab
inta
xarag
ana
zaakir
siħi
iħna
naam
rigiʕ
hiyya
ˀaʕad

C. Derived verbs: /it-/ prefix with /katab/ and /rama/-types.

katab-ilgawaab.	He wrote the letter.
ilgawaab-itkatab.	The letter was/has been written.
biyiktib-ilgawaab.	He is writing the letter.
ilgawaab biyitkitib.	The letter is being written.
fihm-iddars.	He understood the lesson.
iddars-itfaham.	The lesson was/has been understood.
iddars^{i}-byitfihim.	The lesson can be understood (is understandable).
bana-lbeet.	He built the house.
ilbeet-itbana.	The house was/has been built.
ilbeet biyitbini.	The house is being built.
nisi-lħikaaya.	He forgot the story.
ilħikaaya-tnasit.	The story was/has been forgotten.
ilħikaaya miš ħatitnisi.	The story will not be forgotten.

N19.3 Derived verbs with the /it-/ prefix are passive. Although grammatically there is a subject, no agent is expressed. 'The letter was written by him' can be expressed in Arabic only by using the simple (active) form of the verb: 'He wrote the letter.' The form of the prefix is commonly /it-/; however /in-/ also occurs.

The vowel patterns of verbs derived from the simple verbs of the /katab/ and /rama/-types are predictable. All perfect stems have the form itCaCa(C) and all imperfect stems itCiCi(C). All such derived verbs hence belong to the /i/ class, regardless of the class to which the simple verbs belong.

The participle of these verbs has the form mitCiCi(C): /mitkitib/, /mitnisi/. However, the passive participle of /katab/, /rama/ (and /ħabb/)-type verbs is more commonly used than the participles of the derived verbs; hence /maktuub/ is preferred to /mitkitib/.

DRILLS

LIST 19.2 Verbs

garaħ (a)	wound	itgaraħ (i)
wagaʕ (a)	hurt	itwagaʕ (i)
saraʔ (a)	steal	itsaraʔ (i)
naʔal (i)	transfer	itnaʔal (i)
γalab (i)	defeat	itγalab (i)
fasal (i)	expel	itfasal (i)
ħabas (i)	imprison	itħabas (i)
basat (i)	please	itbasat (i)

19.14 T: fataħ-ilbaab.

S_1: ilbaab-itfataħ.

S_2: ilbaab ħayitfitiħ.

Continue with the following:

simʕ-isscot.
ʕirf-ilħikaaya.
fihm-iddars.
dafaʕ-ilmixalfa.
kasar-ilkursi.
rama-lwáraʔa.
saraʔ-ilʔalam.
nisi-lħikaaya.
fasal-ittilmiiz.
ʔafal-ilʕilba.
ʕamal-ilwaagib.
misk-ilħaraami.
mada-lgawaab.
bana-lbeet.
mala-ddurg.
ʔara-lħikaaya.
tafa-nnuur.
ħabas-ilħaraami.

19.15 T: fataħ-ilbaab.

S$_1$: ilbabeen dool-itfátaħu.

S$_2$: ilbabeen dool ħayitfitħu baʕd^{i}-šwayya.

Continue with the sentences in drill 19.14.

19.16 T: širb-ilʔahwa.

S: ilʔahwa di matitširibš^{i} ʔábadan.

Continue with the following:

kasar-ilfingaan.
libs-ižžakitta.
rikb-ilʔatr.
nisi-lħikaaya.
ħaka-lħikaaya.
ʕamal-ilħaaga di.

19.17 T: gáraħu. ana.

S$_1$: garaħuuni.

S$_2$: itgaraħt.

T: inti.

S$_1$: garaħuuki.

S$_2$: itgaraħti.

Continue with other persons, using the following:

basat
γalab
fasal
wagaʕ
misik wi ħabas
naʔal min masr^{i} li-skindiriyya

19.18 T: gáraħu. ana.

S$_1$: ħayigraħuuni.

S$_2$: miš ħatgiriħ.

Continue with other persons, using the verbs in drill 19.17.

19.19 T: fataħ-ilbaab.

S$_1$: ilbaab maftuuħ?

S$_2$: laʔ. lissa matfataħš.

S$_3$: ħayitfitiħ baʕdeen.

Continue with the sentences in drill 19.14.

D. Subordinators.

kallimtaha. ʔaxuuha gih.	I spoke to her. Her brother came.
kallimtaha lamma gih ʔaxuuha.	I spoke to her when her brother came.
lamma gih ʔaxuuha kallimtaha.	When her brother came, I spoke to her.
ħakallimha. ħaagi.	I will speak to her. I will come.
ħakallimha ʔawwil m-aagi.	I will speak to her as soon as I come.
ħakallimu. ʔaxuu ħayiigi.	I will speak to him. His brother will come.
ħakallimu ʔabl^{i} ma yiigi ʔaxuu.	I will speak to him before his brother comes.
ħakallimu ʔabl^{i} ʔaxuu ma yiigi.	I will speak to him before his brother comes.
istanni. ħayiigi.	Wait. He will come.
istanni lamma yiigi.	Wait until he comes.

N19.4 Subordinators (cf. N5.4) are uninflected and are used to link two sentences, the second of which must be verbal. If the verb in sentence$_1$ is perfect, the verb in sentence$_2$ must also be perfect. If the first is imperfect or imperative, the second must be imperfect without tense prefixes. Note that when a verbal sentence with a free subject occurs after a subordinator, the usual order of free subject + verb (N3.4) is commonly reversed: subordinator + verb + free subject. A free subject may also precede the /ma/ of the subordinator.

Two different sequences are possible: sentence$_1$ + subordinator + sentence$_2$, or subordinator + sentence$_2$ + sentence$_1$.

In sentences linked by the subordinators /ʔabl^{i} ma/ or /min ɣeer ma/, the verb in sentence$_2$ is only imperfect without tense prefixes; the verb in sentence$_1$ may be perfect or imperfect. Other subordinators link sentences with verbs in the perfect or the imperfect. Note that /lamma/ is translated either 'when' or 'until'.

Note the elision that takes place if the subordinator immediately precedes a 1 s. verb in the imperfect; hence /lamma/ + /ʔaktib/ is /lamm-aktib/, or /ʔawwil ma/ + /ʔaagi/ is /ʔawwil m-aagi/ (cf. N7.4).

DRILLS

LIST 19.3 Subordinators

lamma	when, until
baʕd^{i} ma	after
ʔawwil ma	as soon as
saaʕit ma	at the time that
liγaayit ma	until
min γeer ma	without
ʔabl^{i} ma	before

19.20 T: ʔareet-ilgawaab. madeet-ilgawaab.

S$_1$: ʔareet-ilgawaab wi baʕdeen madeetu.

S$_2$: baʕd^{i} ma ʔareet-ilgawaab madeetu.

S$_3$: madeet-ilgawaab baʕd^{i} ma ʔareetu.

Continue with the following using /baʕd^{i} ma/:

nizl-ilbalad. dafaʕ-ilmixalfa. (lamma)
ʕamalna-lwaagib. xaragna. (baʕd^{i} ma)
tafit-innuur. naamit. (min γeer ma)
katabli. raddeet ʕalee. (ʔawwil ma)
ilʕarabiyya faatit. ʕadda-ššaariʕ. (ʔabl^{i} ma)
waʔʔafni. daffaʕni-mxalfa. (baʕd^{i} ma)
ʕadd-ilfiluus. ħatt-ilfiluus fi-ddurg. (liγaayit ma)
baaʕ-ilʕarabiyya. saafir. (lamma)
salliftu-lfiluus. bana-lbeet. (lamma)
dárabu-lħaraami. ħábasu-lħaraami. (min γeer ma)

In drills 19.21-25, use the subordinator given in the drill and continue with the sentences in 19.20.

19.21 T: ʔareet-ilgawaab. madeet-ilgawaab.

S$_1$: ʔareet-ilgawaab wi baʕd^{i} kida madeetu.

S$_2$: ʔareet-ilgawaab ʔabl^{i} m-amdii.

S$_3$: madeet-ilgawaab baʕd^{i} ma ʔareetu.

19.22 T: ʔareet-ilgawaab. madeet-ilgawaab.

S$_1$: ʔareet-ilgawaab wi ħaalan madeetu.

S$_2$: ʔawwil ma ʔareet-ilgawaab madeetu.

S$_3$: madeet-ilgawaab ʔawwil ma ʔareetu.

19.23 T: ˀareet-ilgawaab. madeet-ilgawaab.

S_1: madeet-ilgawaab laakin maˀarituuš.

S_2: madeet-ilgawaab min γeer m-aˀraa.

19.24 T: ˀareet-ilgawaab. madeet-ilgawaab.

S_1: madeet-ilgawaab saaʕit ma ˀareetu.

S_2: madeet-ilgawaab lamma ˀareetu.

19.25 T: ˀareet-ilgawaab. madeet-ilgawaab.

S_1: mamaditš - ilgawaab-illa baʕd^{i} ma ˀareetu.

S_2: mamaditš-ilgawaab lamma ˀareetu.

S_3: mamaditš-ilgawaab liγaayit ma ˀareetu.

19.26 T: ˀareet-ilgawaab. madeet-ilgawaab. lamma.

S_1: madeet-ilgawaab lamma ˀareetu.

S_2: ħamdi-lgawaab lamm-aˀraa.

S_3: imdu-lgawaab lamma tiˀruu.

Continue with the sentences in drill 19.20, using the subordinators in parentheses.

SUPPLEMENTARY DRILLS

19.27 mabyiˀdarš^{i} yudxul-ilgamʕa min γeer ma yiħfaz-ilqurˀaan.

Substitute for /yiħfaz-ilqurˀaan/.

study Arabic
go abroad
go to a secondary school
bring a certificate
speak English
read the Quran
obtain a certificate
pass the exam
be transferred to Cairo
obtain a fellowship

19.28 fii talat talaaf taalib ˀagnabi fi-lgamʕa. Substitute:

200 Arab students
12 French students
48 Egyptian students
17 German students
10 Syrian students
9 American students
16 American students
3500 foreign students
70 Spanish students
62 Syrian students

LESSON 20 iddars-ilʕišriin

Conversation	TWO FABLES
1. marra ʔasad wi diib wi taʕlab xáragu maʕa baʕd^{i} yistaadu.	Once a lion, a wolf, and a fox went out together to hunt.
2. ilʔasad-istaad γazaal wi ʔaal li-ddiib.	The lion caught a gazelle and said to the wolf,
3. inta raagil ħaʔʔaani. iʔsim-ilγazaal binna-ħna-ttalaata.	"You are an honorable fellow. Divide the gazelle among the three of us."
4. fa-ddiib fakkar wi ʔaal. xalliina niddi-ttaʕlab rigl.	And the wolf thought about it and said, "Let us give the fox a leg,
5. w-ana ʔaaxud rigl. wi-lbaaʔi ʕalašaanak.	and I will take a leg; the rest is for you."
6. fa-lʔasad-itγaaz wi hagam ʕa-ddiib wi ʔataʕlu raasu.	Then the lion became angry and attacked the wolf and cut off his head.
7. wi-ltafat li-ttaʕlab wi ʔallu.	Then he turned to the fox and said,
8. ana ʔaʕraf-innak raagil ʕaadil wi ħakiim.	"I know that you are a just and a wise fellow.
9. iʔsim-ilγazaal binna-ħna litneen. laħsan-ilwaaħid gaaʕ wi ʕaawiz yaakul.	Divide the gazelle between the two of us. For one is hungry and wants to eat."
10. fa-ttaʕlab ʔallu. itfaddal ħadritak kul lamma tišbaʕ.	Then the fox said to him, "Please eat until you have had enough.
11. illi yifdal minnak yikfiini wi-zyaada.	That which is left will suffice for me and be more than enough."
12. ilʔasad-istaγrab ʔawi mi-ttaʕlab wi-ʔallu.	The lion was very surprised at the fox and said to him,
13. ya salaam. da-nta ʕaadil min ħaʔʔ^{i} wi ħaʔiiʔ.	"Do tell! You are indeed just!

14. bass^{i} ʔaħibb^{i} ʔaʕraf gibt -innabaaha di-mneen,	Only I would like to know, where did you get this wisdom?"
15. fa-ttaʕlab ʔaal. min raas -iddiib-illi-tʔátaʕit.	And the fox said, "From the wolf's head which got cut off."

---

1. marra kaan ɣuraab waaʔif ʕala šágara-w šaayil ħittit laħma-f fummu.	Once there was a crow perching on a tree and holding a piece of meat in his mouth.
2. šaafu taʕlab. fa ħabb^{i} yiħtaal ʕalee-w yisraʔ-illaħma minnu.	A fox saw him and wanted to play a trick on him and take the meat away from him.
3. fa ʔarrab minnu-w ʔaal. nahaarak saʕiid. nawwart^{i} ħittitna.	Then he approached him and said, "Good day. I am delighted to see you."
4. ilɣuraab maraddiš ʕašaan fummu kaan malyaan.	The crow did not reply because his mouth was full.
5. lamma-ttaʕlab šaaf-inn-ilħiila -lʔawwilaniyya manifʕitš , ʔallu.	When the fox saw that the first trick did not succeed, he said to him:
6. ʔaħibb^{i} ʔahanniik ʕala sootak -ilbadiiʕ.	"I would like to congratulate you on your magnificent voice.
7. simiʕtu-mbaariħ wi ʕagabni ʔawi.	I heard it yesterday and it pleased me very much.
8. liyya ʕandak raga. tismaħ tisammaʕni-ssoot-ilmalayki da taani,	I have a favor to ask of you. Would you please let me hear this angelic voice again?"
9. ilɣuraab-imbasat mi-lkalaam da wi-tnafax wi-btada-yɣanni.	The crow was delighted with these words and was proud and began to sing.

10. fa-llaħma wiʔʕit ʕa-lʔard. fa xadha-ttaʕlab wi miši-w ʔaal li-lɣuraab.	The meat fell to the ground. Then the fox took it, walked away, and said to the crow:
11. biyithayyaʔli baʕd^{i} kull^{i} -ħsaab-inn^{i} laħmak ʔalazz^{i} min laħnak.	"It seems to me after all that your meat is more enjoyable (delicious) than your tune."

Grammar

A. Verb phrases: Verb II + verb.

raaħ gaab-ilkitaab.	He went and brought the book.
raaħ yigiib-ilkitaab.	He went to bring the book.
ħayruuħ yigiib-ilkitaab.	He will go to bring the book.
saami xaarig yilʕab.	Sami is going out to play.
ʔaʕad kal.	He sat down and ate.
ʔaʕad yaakul.	He sat down to eat/ate on and on.
biyuʔʕud yaakul.	He is sitting down to eat.
ʕali ʔaaʕid yaakul.	Ali is sitting and eating/ is eating on and on.

N20.1 In this construction of verb + verb, again only a limited number of verbs (Verb II, given in List 20.1), or active participles derived from them, can occur in first position (cf. N19.2). The verb (Verb II) may be perfect or imperfect (with or without tense prefixes). In second position, any verb in the perfect or the imperfect without tense prefixes may occur. Restrictions on sequences are as follows: If Verb II is perfect, it may be followed by either the perfect or the imperfect; if it is imperfect or the participle, it can be followed only by the imperfect. Note that the two verbs have the same subject.

This construction may include a modal at the beginning. If the modal has a (bound) pronoun, then it and the subject of the verbs agree in person and number or gender.

DRILLS

LIST 20.1 Verb II

xarag
daxal
ʔaʕad
wiʔif

gih
raaħ
nizil
tiliʕ (a) go up, climb

In drills 20.1-4, continue with the sentences in drill 19.7.

20.1 T: ʕamal-ilwaagib.
S$_1$: raaħu yiʕmilu-lwaagib.
S$_2$: lee, iħna ʕamalnaa xalaas.

20.2 T: ʕamal-ilwaagib.
S$_1$: maraħš^{i} yiʕmil-ilwaagib.
S$_2$: tab, ana ħaruuħ ʔaʕmilu.

20.3 T: ʕamal-ilwaagib.
S$_1$: ħadd^{i} raaħ yiʕmil-ilwaagib?
S$_2$: aywa, ʕali raaħ yiʕmilu.
S$_3$: laʔ. ʔamiira ħatruuħ tiʕmilu bukra.

20.4 T: ʕamal-ilwaagib.
S$_1$: ʕamalt-ilwaagib?
S$_2$: ʔaywa, ruħt^{i} ʕamaltu-mbaariħ.
S$_3$: laʔ. ħaruuħ ʔaʕmilu bukra.

20.5 intu gayiin tizakru.
Substitute, using the verbs in drill 19.9.

20.6 ʔáʕadit timši-lγayt-issubħ.
Substitute, using the verbs in drill 19.11.

20.7 daxalna-nkallim-ilmudiir. Substitute:

libis
dafaʕ
zaakir
naam
ʔara
bass

salla
γanna
kal
ʔalaʕ
saʔal
širib

ʔafal-iddulaab
sallim ʕaleeha
šaaf-issaaʕa
ʔabl-ilmudiir
nadaa
gaab-iššanta

20.8 dáxalit kallimit-ilmudiir wi xáragit ʕala ɣafla.
Substitute, using the verbs in drill 20.7.

20.9 humma daxliin yikallimu-lmudiir.
Substitute, using the verbs in drill 20.7.

B. More derived verbs with / it-/.

baaʕ-ilʕarabiyya.	He sold the car.
ilʕarabiyya-tbaaʕit.	The car was/has been sold.
biybiiʕ-ilʕarabiyya.	He is selling the car.
ilʕarabiyya-btitbaaʕ.	The car is being sold.
biyʕidd-ilfiluus.	He is counting the money.
ilfiluus bititʕadd.	The money is being counted.
iddars-itfassar.	The lesson was/has been explained.
iddars^{i} ħayitfassar.	The lesson will be explained.
ʕali kallim ʔaħmad.	Ali spoke to Ahmad.
ʕali-tkallim.	Ali spoke.

N20.2 Like derived verbs with /it-/ of the /katab/ and /rama/-types (N19.3), derived verbs of the /šaaf/ and /ħabb/-types are passive. Note that these four types have simple stems (N14.5).

However, derived verbs of the /kallim/, /ɣanna/, /zaakir/, and /naada/-types (which already have derived stems) with /it-/ may or may not be passive. /itfassar/ is passive, but /itkallim/ is not. /kallim/ can be used only with an object; /itkallim/ is used intransitively. The meanings of these /it-/ derivations are not predictable and must be learned.

Derived verbs with /it-/ of all types except /katab/ and /rama/ have the same vowel patterns as do the forms without /it-/. Further, all of these derived verbs have the same stems in the perfect and the imperfect. They hence belong to Class I (N8.5) regardless of the class to which the forms without /it-/ belong.

The participle again has /mi-/: /mitbaaʕ/, /mitʕadd/, /mitkallim/.

The irregular verb /kal/ (N15.2) has a passive with /it-/: perfect /ittaakil/ and imperfect /yittaakil/.

DRILLS

LIST 20.2 Verbs

itmašša	take a walk	itnaaʔiš	discuss, argue
itγadda	have lunch	itxaaniʔ	quarrel
itʕašša	have dinner	itball	get wet
itħassin	improve	itxadd	get scared

20.10 T: baaʕ-ilʕarabiyya.

S_1: ilʕarabiyya-tbaaʕit.

S_2: ilʕarabiyya ħatitbaaʕ.

Continue with the following:

šaal-iššanta min hina.
saab-ilʕilba.
sadd-ittariiʔ.
ħall-ilmasʔala.
ʕadd-ilfiluus.
γaaz-ilʔasad.
basat-ilγuraab.

kabb-ilʔahwa.
ball-ilbadla.
ħatt-ilkitaab ʕa-ttarabeeza.
xadd-irraagil.
ʔassis-ilgamʕa.
ʔiblu-ttaalib fi-lgamʕa.
ʔataʕ raasu.

20.11 T: itkallim.

S_1: itkallimu maʕa baʕd.

S_2: itkallimna maʕa baʕd.

S_3: binitkallim maʕa baʕd.

Continue with the following:

itmašša
itnaaʔiš
itʕašša
itγadda

itfassaħ
itxaaniʔ
itfarrag ʕa-lbalad
itxarrag

20.12 T: itkallim.

S_1: huwwa-ntu-tkallimtu maʕa baʕd?

S_2: aywa, iħna mitkallimiin maʕa baʕd.

Continue with the verbs in drill 20.11.

20.13 T: itkallim.

S_1 to S_2: itkallimt^{i} maʕaa?

S_2: laʔ. laakin ʔaħibb^{i} ʔatkallim maʕaa.

Continue with the verbs in drill 20.11.

20.14 T: itkallim kitiir. inti.

S: itkallimti-ktiir.

Continue with other persons, using the following:

itʔaxxar ʔawi.
itʕaššim xeer.
itʕallim ʕárabi.
itmašša-b surʕa.
itfassaħ fi-lbalad.
itħassin fi-lʕárabi.
itwazzaf fi-lħukuuma.
itxassas fi-lkimya.
itɣaaz minnu.
itbasat minnu.

20.15 T: itkallim kitiir.

S_1: itkallimna-ktiir.

S_2: binitkallim kitiir.

Continue with the sentences in drill 20.14.

Repeat, using 2 p., then 3 f. forms.

C. Intensifiers.

ilʔalam da miš kuwayyis ʔábadan.	This pencil is no good at all.
magiriiš bi surʕa ʔábadan.	He did not run fast at all.
huwwa zaʕlaan ʔawi.	He is very angry.
huwwa zaʕlaan ʔawi ʔawi.	He is very, very angry.
miši bi-šweeš ʔawi.	He walked very slowly.
ʔabuu ɣani giddan.	His father is very rich.
saaʔ bi surʕa giddan.	He drove very fast.
ilwalad da šaatir xaalis,	The boy is extremely clever,
wi-ttaani miš šaatir xaalis.	and the other is not clever at all.
ilʔahwa suxna-ktiir.	The coffee is very hot.
ilʔahwa suxna-šwayya.	The coffee is rather hot.

N20.3 Intensifiers are uninflected and occur in construction with adjectives or manner complements.

/ˀábadan/ is used only in negative constructions. The other intensifiers may be used in affirmative or negative constructions.

In meaning, these intensifiers show gradations which are not readily matched in English. /ˀawi/, /giddan/, and /kitiir/ are roughly equivalent and can be translated by 'very'. /ˀábadan/ and /xaalis/ are more than 'very', and /šuwayya/ is less.

DRILLS

20.16 T: ilˀahwa suxna.

S_1: ilˀahwa suxna-šwayya.

S_2: ilˀahwa suxna ˀawi.

S_3: ilˀahwa mis suxna ˀábadan.

Continue with the following:

ilħikaaya ɣariiba.
iddawa ɣaali.
masr^{i}-bʕiida.
illuɣa di saʕba.
ilˀafandi taʕbaan.

ilgamʕa-kbiira.
ittayyaara sariiʕa.
ižžakitta wasʕa.
iddinya bard.
issoot ʕaali.

20.17 T: miši bi-šweeš ˀawi.

S_1: mamšiiš bi-šweeš ˀawi.

S_2: mamšiiš bi-šweeš ˀábadan.

S_3: miš ħayimši bi-šweeš ˀábadan.

Continue with the following:

saaˀ bi surʕa giddan.
naam kuwayyis ˀawi.
baka-ktiir giddan.

itmašša ʕala mahlu ˀawi.
itˀaxxar kitiir ˀawi.
biyitxadd^{i} bi-shuula giddan.

20.18 Repeat drill 20.17, using 3 f. and 2 p. verbs.

D. Predicate complements.

sammu-lwalad ˀaħmad.	They named the boy Ahmad.
ʕayyinuu naazir.	They appointed him principal.
ʕayyinuuhum nuzzaar.	They appointed them principals.
laˀeet-iddurg^{i} faadi.	I found the drawer empty.
laˀeet-iššanta fadya.	I found the suitcase empty.
mala-lfingaan mayya.	He filled the cup with water.

N20.4 A few verbs (given in List 20.3) may be used with an object (noun or pronoun) and a predicate complement (noun or adjective). If the complement is an adjective or a noun of personal reference, the complement and the object agree in gender or number.

Note that with a few verbs (items (i) in List 20.3) the predicate complement can be only a noun.

DRILLS

LIST 20.3 Verbs

(i)	samma (a)	name	(ii)	ħasab (i)	reckon, consider
	ʕayyin	appoint		ʕamal	
	intaxab (i)	elect		laʔa	
	mala				

20.19 T: sammuu ʔism^{i} ʕárabi. ana.

S: sammuuni ʔism^{i} ʕárabi.

T: inti.

S: sammuuki ʔism^{i} ʕárabi.

Continue with other persons, using the following:

ʕayyinuu mudarris.
biyiħsibuu ħaraami.
intaxabuu mudiir.
ʕamaluu ʔustaaz
laʔuu raagil tayyib.
biyiħsibu masri.

20.20 T: sammu-lwalad ʔaħmad.

S_1: ilwalad-itsamma ʔaħmad.

S_2: ilʔawlaad-itsammu ʔaħmad.

Continue with the following:

ʕayyinu-lmudarris ʔustaaz fi-lgamʕa.
ħasabt-issawwaaʔ ħaraami.
ʕámalu-rraagil duktoor.
mala-lʕilba-fluus.

20.21 T: sammu-lwalad samiir.

S_1: ilwalad mitsammi samiir.

S_2: ilʔawlaad mitsammiyiin samiir.

Continue with the sentences in drill 20.20.

SUPPLEMENTARY DRILLS

20.22 itfaddal kul. Substitute:

ask
enter
sit down
drink
divide
ride
sign
take
look
eat
write
read
speak
have supper
cross the street

20.23 ilwaaħid gaaʕ wi ʕaawiz yaakul. Substitute:

is tired, sit
ask, know
study, pass
travel a lot, arrive
is late, run
read a lot, sleep
is imprisoned, get out
is scared, walk away
graduate, find employment
is hungry, have supper

20.24 ʕaawiz ʔaʕraf gibt-innabaaha di-mneen, Substitute:

Why is English important?
Which is the most important language in Egypt?
How many languages do you know?
How many universities are there in Egypt?
Which is the largest university of them?
When was Cairo University founded?
Why are these people sitting here?
Where do you want me to send this letter for you?
Which is the oldest Islamic University in the world?
How many students are there in Al-Azhar?

20.25 ħabbu yiħtaalu ʕalee. Substitute:

steal the watch from him
approach him
congratulate her
divide the money among them
pass the exam
make a big fuss
defend her
enter the university
learn the Quran by heart
specialize in physics
excuse himself
wait
punish him
appoint him director

Conversation

CAIRO

1.	ilqahira ʔakbar madiina-f ʔifriqya wi-ššarʔ-ilʔawsat.	Cairo is the largest city in Africa and the Middle East.
2.	ʕadad sukkanha ħawaali ʔarbaʕa milyoon.	The number of its inhabitants is about four million.
3.	wi laha ʔahammiyya tigariyya-w saqafiyya-kbiira ʔawi,	It is of very great commercial and cultural importance,
4.	li ʔinnaha ħálaʔit-ilʔittisaal been-iššarʔ^{i} wi-lγarb.	in that it is the link between east and west.
5.	wi hiyya-lmarkaz-irraʔiisi li -lħukuuma wi-lhayʔaat-issiyasiyya wi-ddiniyya wi-lmuwaslaat wi -ssaħaafa.	It is also the main center of the government, the diplomatic corps, the religious authorities, communications and the press.
6.	fi-lqahira gamʕaat wi maktabaat wi mataaħif wi ʔamaakin ʔasariyya -ktiir.	In Cairo there are also universities and many libraries, museums, and historical sites.
7.	daar-ilkutub-ilmasriyya maktaba muhimma, fiiha kutub wi maxtutaat ʔadiima baʕdaha mi-lqarn-issaabiʕ.	The Egyptian Library is an important library, with books and old manuscripts some of which are from the 7th century.
8.	wi fiiha nusax ʔadiima mi-lqurʔaan bi-lxatt-ilkuufi.	It also has old copies of the Quran in Kufi script.
9.	ilmatħaf-ilmasri fii ʔakbar magmuuʕa mi-lʔasaar-ilfarʕuniyya fi -lʕaalam.	The Egyptian Museum has the largest collection of Pharaonic antiquities in the world.
10.	ilqahira fiiha ʔaħyaaʔ kitiir minha masr-ilʔadiima-w masr-ilgidiida wi-zzamaalik.	There are many sections in Cairo, among them Old Cairo, Heliopolis (New Cairo), and Zamalik.

11. masr-ilʔadiima fiiha ʔamaakin ʔadiima li-lʕibaada min gawaamiʕ wi kanaayis.	In Old Cairo there are old places of worship, mosques, churches and synagogues.
12. ʔaʔdam gaamiʕ fi masr^{i} gaamiʕ ʕamr.	The oldest mosque in Egypt is the Mosque of Amr.
13. ʕamr-ibn-ilʕaas huwwa-lgaaʔid -ilʕárabi-lli fataħ masr^{i}-f sanit suttu miyya waaħid wi ʔarbiʕiin,	Amr ibn al-Aas is the Arab general who conquered (opened) Cairo in 641,
14. wi bana-lgaamiʕ wi ʔassis ʔawwil madiina ʕarabiyya-f masr^{i}-w sammaaha-lfustaat.	built the mosque, and founded the first Arabic city in Egypt and called it Fustat.
15. baʔa-smaha-lgahira baʕd-ilgaaʔid goohar ma fataħ masr.	Its name became Cairo after General Gohar conquered Egypt.
16. ilmasaafa been masr-ilgidiida wi -lgahira tamanya kilumitr^{i} taʔriiban.	The distance between Heliopolis and Cairo is about eight kilometers.
17. ʔassisitha širka balžikiyya-f sanit ʔalf, tusʕu miyya-w xamsa.	A Belgian company founded it in 1905.
18. ʕadad sukkanha ħawaali miit ʔalf, wi fiiha ganaayin wasʕa-w mayadiin gamiila.	Its inhabitants number about 100,000 and in it are large parks and beautiful squares.
19. ʕala buʕd-itnaašar kilumitr^{i} min wast-ilgahira ʔahraam-ilgiiza-w ʔabu-lhool.	At a distance of twelve kilometers from the center of Cairo are the pyramids of Giza and the Sphinx.
20. ilharam-ilkibiir-itbana ħawaali talat talaaf sana ʔabl-ilmilaad.	The Great Pyramid was built about 3,000 years B.C.
21. masr^{i} fiiha ʔahraam kitiir-itbanit ʕašaan tikuun maʔaabir li-lfaraʕna.	In Egypt there are many pyramids, built as tombs for the Pharaohs.
22. ilgahira madiina latiifa giddan li ʔinnaha-btigmaʕ been-ilʔadiim wi -lgidiid wi been-iššarʔ^{i} wi-lɣarb.	Cairo is a very interesting city because it combines the old and the new, and east and west.

Grammar

A. Verb phrases: Verb I + Verb II + verb.

ħabb yuxrug yilʕab.	He wanted/liked to go out to play.
ħayħaawil yiigi yismaʕ-ilmuħadra.	He will try to come to listen to the lecture.
ʔaxuuya miš ʔaadir yiruuħ yigibhum.	My brother is not able to go to bring them.
laazim yiħaawil yiigi yismaʕ -ilmuħadra.	He must try to come to listen to the lecture.

N21.1 In the construction of verb + verb + verb, only those verbs identified as Verb I (List 19.1) can occur in first position, and only those identified as Verb II (List 20.1) can occur in second position. Any verb may occur in third position. Verb I may be perfect or imperfect (with or without tense prefixes), or the active participle. Verbs in second (Verb II) and third positions can be only in the imperfect without tense prefixes. All three verbs have the same subject.

This construction may include a modal at the beginning. If the modal has a (bound) pronoun, then it and the subject of the verbs agree in person and number or gender (cf. Notes 19.2 and 20.1).

Note that a verb phrase is a construction consisting of one, two, or three verbs, or a participle followed by one or two verbs. The construction may include a modal at the beginning. The minimum verb phrase hence consists of one verb; the maximum is a sequence of modal + verb/participle + verb + verb.

DRILLS

LIST 21.1 Verbs

ʔidir
ħabb
ħaawil
nisi
faddal

xarag
raaħ
gih

itfassaħ
itfarrag
itɣadda
itmašša
simiʕ

21.1 ħabb^{i} yuxrug yitfassaħ.

a. Substitute in the position of /ħabb/.
b. Substitute in the position of /yuxrug/.
c. Substitute in the position of /yitfassaħ/.
d. Substitute in any one of the three positions.

In drills 21.2-7, follow the instructions given in drill 21.1.

21.2 ħanħibb^{i} nuxrug nitfassaħ.

21.3 mabiyħibbuuš yuxrugu yitfassaħu.

21.4 ana miš ħaabib ʔaxrug ʔatfassaħ.

21.5 yimkin tiħibb^{i} tuxrug titfassaħ.

21.6 ʕumrik ma ħabbeeti tuxrugi titfassaħi.

21.7 ya ʕali. ħatħibb^{i} tuxrug titfassaħ, walla laʔ.

B. Verb phrases with /laazim/ and /yimkin/.

laazim yizaakir.	He must study.
laazim zaakir.	He must have studied.
laazim biyzaakir.	He must be studying.
laazim ħayzaakir.	He will probably study.

yimkin tiʔra-lgawaab.	She may read the letter.
yimkin ʔarit-ilgawaab.	She may have read the letter.
yimkin bitiʔra-lgawaab.	She may be reading the letter now.
yimkin ħatiʔra-lgawaab.	She may read the letter soon.

N21.2 These modals are used without (bound) pronouns and, unlike all other modals, may be followed by the perfect or the imperfect (with or without tense prefixes). Note that, depending on the form of the verb, these phrases have different meanings.

In the phrase /laazim/ + imperfect without tense prefixes, either the modal or the verb may be negated: /miš laazim yizaakir/ 'he does not have to study' or /laazim mayzakirš/ 'he must not study'. In all other phrases only the verb may be negated.

DRILLS

21.8 T: intu naʕsaniin. naam.

S: intu naʕsaniin. laazim tinaamu.

Continue with the following:

itʔaxxarti lee, gih badri.
sihirna-ktiir-imbaariħ. naam badri-lleela.
hiyya bardaana. daxal guwwa.
wiʔifna-ktiir. ʔaʕad.
saʔalhum suʔaal. radd^{i} ʕalee.
hiyya ʕawza-tkallimak. faat ʕaleeha.
saʕti wiʔfit. malaaha.
ilwáraʔa di-btaʕtak. madaaha.
issitt^{i}-btaʕtu ʕayyaana. xadha li-dduktoor.
inta ʔaaʕid hina-ktiir. xarag-itfassaħ.
misku-lħaraami. ħábasu.
saaʔ bi surʕa ʔawi. ilʕaskari-ddaa-mxalfa.

21.9 T: geena waxri.

S: miš laazim niigi waxri.

Continue with the following:

ħameeti ʕannu.
siħyit badri.
niseetu-lmaʕaad.
mišyu-b surʕa.
daʔʔu ʕa-lbaab.
wisilna waxri.

saddeetu-ššaariʕ.
xaaf min-ilʕaskari.
nizilt-ilbalad.
kasartu-lʕilba.
dafaʕt^{i}-mxalfa.
dáxalit-ilʔooda.

21.10 T: ilʔawlaad miš hina. xarag.

S: ilʔawlaad miš hina. laazim xáragu.

Continue with the following:

giryu-b surʕa. xaaf.
ilmaħfaza miš wayyaaha. nisiiha fi-lbeet.
nagaħtu fi-lʔimtiħaan. zaakir kitiir.
ʔamiira magatš^{i}-lħissa. siħyit waxri.
kaanu fi-lbeet. simʕ-issoot.

biyimšu li-lgamʕa kull^{i} yoom. baaʕ ʕarabiyyitu.
ʔaluuli-lħikaaya. ʔaraaha fi-lgurnaal.
zeenab miš hina. xarag.
iššanta miš wayyaahum. sabha fi-lbeet.
innuur bitaʕhum matfi. naamu.
maradditš^{i} ʕalayya. masmiʕš.

21.11 T: biyruuħ-ilmadrasa-zzaay, miši.
S: laazim biyimši.

Continue with the following:

biyruuħ-ilmadrasa-zzaay, rikib ʔutubiis.
inta-btiʕraf faransaawi-kwayyis. ʔara kutub kitiir.
aħmad fi-lbeet. katab gawaab.
daragatha-kwayyisiin. zaakir kitiir.
fihmu-lmuħadra. ʕirif ʕárabi-kwayyis.
maradditš^{i} ʕalayya. maʕrifš^{i} ʕárabi.
gih bi-lʔatr. maħabbiš yirkab tayyaara.
maxaditš^{i} ʕarabiyya. maʕrifš^{i}-ysuuʔ.

21.12 T: issama-mɣayyima. mattar.
S: issama-mɣayyima. laazim ħatmattar.

Continue with the following:

aħmad ħaysaafir. xad ʕali maʕaa.
ilmasaafa-bʕiida. raaħu bi-lʕarabiyya.
ilmasaafa ʔurayyiba. mišyit.
mabyifhamš^{i} ʕárabi. targimuulu.
ħaysafru bukra. siħyu badri.
ʕali fi New York. zaar-ilmaʕrad-ilʕalami.
fii-mtiħaan bukra. sihru-lleela.
xáragu badri. wislu fi-lmaʕaad.
ilfiluus maʕaa. ħattaha fi-lbank.

21.13 T: issama-mɣayyima. mattar.
S_1: issama-mɣayyima. laazim ħatmattar.
S_2: issama kaanit miɣayyima. laazim mattarit.

Continue with the following:

ilmasaafa-bʕiida. raaħu bi-lʕarabiyya.
ilmasaafa ʔurayyiba. mišyit.
ilwalad taʕbaan. naam li-ssubħ.
ʕali fi New York. zaar-ilmaʕrad.
fii-mtiħaan. sihru-lɣayt-issubħ.

21.14 T: issama-mɣayyima. mattar.
S: issama-mɣayyima. yimkin timattar.
Continue with the sentences in drill 21.12.

21.15 T: feen ʕarabiyyithum. baʕha.
S$_1$: feen ʕarabiyyithum.
S$_2$: maʕrafš. yimkin baʕuuha.

Continue with the following:

mišyu ʔawaam lee, itxadd.
wislu ʔabl-ilmaʕaad lee, gih bi-ttayyaara.
feen ʔamiira. raaħ-ilbeet.
simʕu-lħikaaya di feen, ʔaraaha fi-lkitaab.
šafitu feen, ʔablu fi-lgamʕa.
managaħuuš lee, mazakirš.
magabitš-ilʕilba lee, malaʔahaaš.
malibsitš-ilfustaan-ilʔaħmar lee, makawahuuš.

C. /illi/-phrases: /illi/ + verb/participle.

ittilmiiz biyɣanni. ittilmiiz saħbi.	The student is singing. The student is my friend.
ittilmiiz-illi biyɣanni saħbi.	The student who is singing is my friend.
da tilmiiz biyɣanni kull^{i} yoom.	This is a student who sings every day.
ilʔafandi laabis žakitta beeda. ʔabilt-ilʔafandi.	The man is wearing a white jacket. I met the man.
ʔabilt-ilʔafandi-lli laabis žakitta beeda.	I met the man who is wearing a white jacket.
ʔabilt^{i} ʔafandi laabis žakitta beeda.	I met a man wearing a white jacket.

N21.3 A verb phrase or a participle may be used as an attributive of a noun (phrase). If the noun is definite, the verb phrase or participle must be preceded by /illi/; if the noun is indefinite, /illi/ is omitted (cf. N9.2).

DRILLS

21.16 T: ittilmiiz ħall-ilmasʔala.

S$_1$: fii tilmiiz ħall-ilmasʔala.

S$_2$: feen-ittilmiiz-illi ħall-ilmasʔala.

Continue with the following:

biyaaxud ʕárabi.
nisi yiʕmil-ilwaagib.
biyiʕraf ʕárabi.
sallifni-ktaabu.
biyħibb yitʕallim ʕárabi.
γaab yumeen.
baaʕ-ilʕarabiyya.
zaar masr.
kallim-innaazir.
biyiʕraf yiʕuum.

21.17 T: ittilmiiz ħall-ilmasʔala.

S$_1$: fii talamza ħallu-lmasʔala.

S$_2$: feen-ittalamza-lli ħallu-lmasʔala.

Continue with the sentences in drill 21.16.

21.18 T: ittilmiiz ħayruuħ masr.

S$_1$: fii tilmiiz ħayruuħ masr.

S$_2$: fii tilmiiz raayiħ masr.

S$_3$: feen-ittilmiiz-illi raayiħ masr.

Continue with the following:

ħaysaafir bukra.
xad ʕárabi.
sallifni-ktaabu.
biyħibb yitʕallim ʕárabi.
maʔdirš^{i} yifham.
maʕrifš^{i}-yrudd^{i} ʕa-ssuʔaal.
ʔaʕad yitkallim.
biyxaaf mi-lʔimtiħaan.
biynaam wi-yʔuum hina.
itʕayyin ʔustaaz.

21.19 T: ittilmiiz ħayruuħ masr.

S$_1$: fii talamza ħayruuħu masr.

S$_2$: fii talamza rayħiin masr.

S$_3$: feen-ittalamza-lli rayħiin masr.

Continue with the sentences in drill 21.18.

21.20 T: fii raagil biynaadi. ilbint^{i} γannit.

S_1: fii bint^{i} bitγanni.

S_2: miin-ilbint-illi bitγanni.

Continue with the following:

issitt^{i} da??it ʕa-lbaab.
ilʔustaaz darris ʕárabi.
irraagil darab-ibnu.
ilxaddaam fataħ-ilbaab.
ilʔagnabi-tkallim ʕárabi.
ittálaba-tnaʔšu maʕa baʕd.
ilʔawlaad-itxanʔu.
ittilmiiz ʔara-b soot ʕaali.

D. The quantifiers /muʕzam/ and /baʕd/.

muʕzam-ittalamza γaybiin.	Most of the students are absent.
muʕzamhum γaybiin.	Most of them are absent.
baʕd-innaas yiʕrafuu.	Some of the people know him.
baʕduhum yiʕrafuu.	Some of them know him.
fii baʕd^{i} naas yiʕrafuu.	There are some people who know him.

N21.4 Quantifiers are uninflected and occur in construction with p. nouns or (bound) pronouns. Note that /muʕzam/ does not occur before indefinite nouns or noun phrases.

DRILLS

21.21 T: ittilmiiz ħall-ilmasʔala.

S_1: muʕzam-ittalamza ħallu-lmasʔala.

S_2: muʕzamhum ħallu-lmasʔala.

S_3: baʕduhum ħallu-lmasʔala, laakin muʕzamhum maħalluhaaš.

Continue with the sentences in drill 21.16.

21.22 T: ittilmiiz ħayruuħ masr.

S_1: baʕd-ittalamza ħayruuħu masr.

S_2: baʕduhum rayħiin masr.

S_3: muʕzamhum miš rayħiin masr, laakin baʕduhum rayħiin.

Continue with the sentences in drill 21.18.

21.23 T: ilbint^{i} ɣannit.

S_1: baʕd-ilbanaat ɣannu.

S_2: laakin muʕzamhum maɣannuuš.

Continue with the sentences in drill 21.20.

N21.5 Alternative plural constructions. In addition to the p. forms and constructions used thus far, with p. nouns of non-personal reference the f. forms of adjectives and demonstratives, and the 3 f. forms of verbs may be used. Hence /fiiha ganaayin wasʕa-w mayadiin gamiila/ or /fiiha ganaayin wasʕiin wi mayadiin gumaal/; similarly /ilkutub-ilʔadiima-tbaaʕit/ or /ilkutub-ilʔudaam-itbaaʕu/.

SUPPLEMENTARY DRILLS

21.24 fiiha ganaayin wasʕiin kitiir. Substitute:

large universities
old museums
new sections
beautiful squares
old copies of the Quran
wide streets
experimental colleges
old manuscripts
small pyramids
old places of worship
religious leaders
large companies
technical schools
teachers institutes

21.25 miin-lgaaʔid-ilʕárabi-lli fataħ masr. Substitute:

the American professor who taught Arabic
the Arab general who founded Al-Azhar
the Pharaoh who built the great pyramid
the French general who founded the Egyptian museum
The Caliph who turned Al-Azhar into a university
the American professor who specialized in Egyptian history
the police officer who made him pay a fine
the Egyptian student who knows four languages
the first man who flew from New York to Los Angeles
the first woman who graduated from the University of Cairo

LESSON 22 iddars-ilʔitneen wi ʕišriin

Conversation THE NILE I

1. inniil ʔakbar nahr^{i}-f ʔifriqya-w min ʔatwal ʔanhaar-ilʕaalam.	The Nile is the largest river in Africa and one of the longest in the world.
2. biyibtidi-f ʔawaasit ʔifriqya wi-byigri min-ilganuub li-ššamaal.	It begins in central Africa and runs from south to north.
3. wi-byisʔi-blaad kitiir ʔabl^{i} ma-ysubb^{i} fi-lbaħr-ilʔabyad-ilmutawassit.	It waters many countries before it flows into the Mediterranean Sea.
4. li-nniil farʕeen. inniil-ilʔabyad wi-nniil-ilʔazraʔ.	The Nile has two tributaries, the White Nile and the Blue Nile.
5. inniil-ilʔabyad biyigri min buħeerit Victoria, wi-nniil-ilʔazraʔ min gibaal ʔasyubya.	The White Nile runs from Lake Victoria and the Blue Nile from the mountains of Ethiopia.
6. ilfarʕeen dool biyigtimʕu gamb-ilxartuum fi-ssudaan.	These two tributaries join near Khartum in the Sudan.
7. ʕard-inniil fi masr^{i} ma been tilt^{i}-w nuss^{i} miil.	The width of the Nile in Egypt is between 1/3 and 1/2 a mile.
8. fii ʕa-nniil sadd^{i}-f ʔaswaan wi ʕadad min-ilʔanaatir li-ttaħakkum fi garayaan-ilmayya.	There is a dam at Aswan and a number of barrages on the Nile to control the flow of the water.
9. ħawaali xamastaašar miil šamaal-ilgahira-byitfarraʕ-inniil li farʕeen.	About fifteen miles north of Cairo the Nile divides into two branches.
10. farʕ^{i} biysubb^{i} fi-lbaħr^{i} ʕand^{i} dumyaat wi farʕ^{i} biysubb^{i}-f rašiid.	One branch flows into the sea at Damyetta and the other at Rosetta.
11. dumyaat gamb^{i} boor saʕiid, wi rašiid gamb-iskindiriyya.	Damyetta is near Port Said and Rosetta near Alexandria.

12. iskindiriyya-w boor saʕiid wi -ssuwees ʔahamm^{i} mawaani masr.	Alexandria, Port Said, and Suez are the most important ports of Egypt.
13. ilʔaraadi been-ilfarʕeen-ismaha -ddilta ʔaw wagh^{i} baȟri.	The land between the two branches is called the Delta or (the land) facing the sea.
14. di ʔaraadi ziraʕiyya xisba giddan.	This is a very fertile agricultural land.
15. min ʔahamm^{i} mudun-iddilta damanhuur wi tanta wi -lmansuura.	Of the most important cities of the Delta are Damanhur, Tanta, and Mansura.
16. ganuub-ilqahira mantiʔa ziraʕiyya dayyaʔa ʕala daffiteen-inniil -ismaha-ssaʕiid ʔaw wagh^{i} ʔibli.	South of Cairo on both banks of the Nile there is a narrow strip of arable land, called Upper Egypt or (the land) facing south.
17. ʔahamm^{i} mudun-issaʕiid-ilminya-w ʔasyuut wi ʔina-w ʔaswaan.	The most important cities of Upper Egypt are Minya, Asyut, Qena, and Aswan.
18. gamb^{i} ʔina madiina tarixiyya -smaha luʔsur fiiha maʕaabid farʕuniyya ʔadiima-ktiir.	Near Qena is a historical city called Luxor in which there are many old Pharaonic temples.
19. bixlaaf-issaaʕid wi-ddilta mafiiš taʔriiban ʔaraadi-zraʕiyya.	Apart from Upper Egypt and the Delta there is almost no arable land.
20. fa tisʕiin fi-lmiyya min ʔaraadi masr^{i} matislaȟš^{i} li-zziraaʕa-w ʔaktarha saȟra.	Ninety percent of the land in Egypt is not usable for agriculture and most of it is desert.
21. fa-ssaȟra-btimtadd^{i} min waadi -nniil liɣayt-ilȟuduud -ilmasriyya fi-lɣarb^{i} wi-ššarʔ.	The desert stretches from the Nile valley to the borders of Egypt, on the west and the east.

Grammar

A. Verb phrases: imperative.

raaħ yigiib-ilkitaab.	He went to bring the book.
ruuħ giib-ilkitaab.	Go bring the book.
matruħš^{i}-tgiib-ilkitaab.	Don't go bring the book.
xaragti tilʕabi.	You went out to play.
ʔuxrugi-lʕabi.	Go out and play.
matuxrugiiš tilʕabi.	Don't go out and play.
ħawilna niigi.	We tried to come.
ħawlu tiigu.	Try to come.
matħawluuš tiigu.	Don't try to come.

N22.1 In addition to participles and perfect and imperfect forms of verbs, imperatives also occur in verb phrases. Both verbs are imperative in form and agree in gender or number. (Sequences of three imperatives are possible but not common.) The verb /ħaawil/ must be noted; it is followed by the imperfect, never the imperative.

Already indicated restrictions on verb sequences (Verb I and II, Notes 19.2, 20.1, and 21.1) apply here also.

In phrases with negative imperatives (cf. N14.4), only the first verb occurs with /ma- -š/.

DRILLS

In drills 22.1-4, continue with the sentences in drill 19.7.

22.1 T: ʕamal-ilwaagib.
S_1 to S_2: ħadd^{i} raaħ yiʕmil-ilwaagib?
S_2 to S_1: laʔ. inta ruuħ-iʕmilu.

22.2 T: ʕamal-ilwaagib.
S_1: maħawilnaaš niʕmil-ilwaagib.
S_2: ħawlu tiʕmiluu-nnaharda.

22.3 T: ʕamal-ilwaagib.
S_1: ruuħ-iʕmil-ilwaagib. matruħš^{i} tilʕab.
S_2: ruuħi-ʕmili-lwaagib. matruħiiš tilʕabi.
S_3: ruuħu-ʕmilu-lwaagib. matruħuuš tilʕabu.

22.4 T: ʕamal-ilwaagib.

S_1: ya ʕali. taʕaala-ʕmil-ilwaagib.

S_2: laʔ. matgiiš tiʕmil-ilwaagib.

22.5 T: daxal yikallim-ilmudiir. libis.

S_1: udxulu-lbisu.

S_2: matudxuluuš tilbisu.

Continue with the verbs in drill 20.7.

B. The imperative /iwʕa/.

iwʕa-tr̲uuħ hinaak.	Make sure you don't go there!
iwʕi-tr̲uuħi-hnaak.	Make sure you don't go there!
iwʕa matgiiš.	Make sure you come!
iwʕu matguuš.	Make sure you come!

N22.2 /iwʕa/ occurs in first position in verb phrases. It has m., f., and p. forms (/iwʕa/, /iwʕi/, and /iwʕu/) like other imperatives. It is followed only by 2nd pers. imperfect verb forms and agrees with the subject of the verb in gender or number. In terms of meaning it can be identified as a negative imperative; note its use and meaning with the negative of verbs.

In addition to 'make sure', it may also be translated 'be sure', 'be careful', 'mind', 'watch out'.

DRILLS

22.6 T: ʕamal-ilwaagib.

S_1: iwʕa matiʕmilš-ilwaagib.

S_2: iʕmilu. iwʕa matiʕmiluuš.

Continue with the sentences in drill 19.7.

22.7 T: huwwa ʕawzik tirgaʕi. gih.

S: huwwa ʕawzik tiigi. iwʕi matgiiš.

Continue with the items in drill 16.3.

22.8 T: ʕaleekum tiktibu. zakr-iddars.

S_1: ʕaleekum tizakru-ddars. zakruu.

S_2: iwʕu madzakruhuuš.

Continue with the sentences in drill 17.1.

22.9 T: ʔara-lh̆ikaaya li-ttalamza.
S_1: iʔrahalhum.
S_2: matiʔrahalhumš.
S_3: iwʕa tiʔrahalhum.
Continue with the sentences in drill 17.10.

22.10 T: warru-ssaaʕa-l sah̆ibkum.
S: warruhaalu. iwʕu matwarruhaluuš.
Continue with the sentences in drill 18.16.

22.11 T: ʕamal-ilwaagib.
S_1: matinsaaš tiʕmil-ilwaagib.
S_2: iwʕa tinsa tiʕmil-ilwaagib.
S_3: iwʕu tinsu tiʕmilu-lwaagib.
Continue with the sentences in drill 19.7.

22.12 T: geena waxri.
S_1: geet waxri lee,
S_2: iwʕa tiigi waxri taani.
Continue with the sentences in drill 21.9.

C. The quantifier /kull/.

ʔaabil kull^{i} taalib li wah̆du.	He met every student by himself.
h̆akaali kull-ilh̆ikaaya.	He told me the whole story.
h̆akaali-lh̆ikaaya kullaha.	He told me the whole story.
ʔabilna kull-ittálaba.	We met all the students.
ʔabilna-ttálaba kulluhum.	We met all the students.
ʔabilnaahum kulluhum.	We met all of them.
ʔaabil kull^{i} waah̆id min-ittálaba.	He met every one of the students.
kull^{i} waah̆id yiʕrafu.	Everyone knows him.

N22.3 The quantifier /kull/ occurs in construction with definite or indefinite s. nouns, definite p. nouns, pronouns, or numerals (cf. N21.4). With definite nouns (s. or p.), /kull/ may precede or follow the noun; if it follows, it must have a bound pronoun which agrees with the noun in gender or number. /kull/ may also occur after a pronoun and here shows agreement as after a noun. Hence either /kull/ + definite noun, or definite noun/pronoun + /kull/ + pronoun is used.

With indefinite nouns (s. only) or with numerals, /kull/ must precede the noun or numeral.

DRILLS

22.13 T: ittalamza ħallu-lmasˀala.

S_1: kull-ittalamza ħallu-lmasˀala.

S_2: ittalamza kulluhum ħallu-lmasˀala.

Continue with the sentences in drills 21.16, 18.

22.14 T: sammu-lwalad ˀaħmad.

S_1: sammu kull^{i} walad ˀaħmad.

S_2: sammu kull-ilˀawlaad ˀaħmad.

S_3: sammu-lˀawlaad kulluhum ˀaħmad.

Continue with the sentences in drill 20.20.

22.15 T: sammu-lwalad ˀaħmad.

S_1: ilwalad-itsamma ˀaħmad.

S_2: kull^{i} walad-itsamma ˀaħmad.

S_3: kull-ilˀawlaad-itsammu ˀaħmad.

Continue with the sentences in drill 20.20.

22.16 T: fataħ-ilbaab.

S_1: fataħ kull^{i} baab.

S_2: kull^{i} baab-itfataħ.

S_3: kull-ilbibaan-itfátaħu.

S_4: ilbibaan kulluhum-itfátaħu.

Continue with the sentences in drill 19.14.

22.17 T: idda-ssaaʕa-l saħbu.

S_1: idda kull^{i} waaħid min ˀasħaabu saaʕa.

S_2: idda kull^{i} ˀasħaabu saaʕa.

S_3: idda ˀasħaabu kulluhum saaʕa.

Continue with the sentences in drill 18.16.

D. The subordinator /inn/.

ˀalluhum. ilmudarris ʕayyaan.	He told them. The teacher is sick.
ˀalluhum-inn-ilmudarris ʕayyaan.	He told them that the teacher was sick.

ʔalluhum. huwwa ʕayyaan.	He told them. He is sick.
ʔalluhum-innu ʕayyaan.	He told them that he was sick.
hiyya ʕarfa. humma gayiin.	She knows. They are coming.
hiyya ʕarfa-nnuhum gayiin.	She knows that they are coming.
simiʕt. saami ħayiigi bukra.	I heard. Sami will come tomorrow.
simiʕt-inn^{i} saami ħayiigi bukra.	I heard that Sami will come tomorrow.
ana mutaʔakkid. inta ħatingaħ.	I am certain. You will succeed.
ana mutaʔakkid-innak ħatingaħ.	I am certain that you will succeed.
fii ʔimtiħaan bukra.	There is an examination tomorrow.
yizhar-inn^{i} fii ʔimtiħaan bukra.	It seems that there is an examination tomorrow.

N22.4 /inn/ is a subordinator (N19.4) and is used to link two sentences or sentence and various expressions. /inn/ may be followed by an equational sentence (N1.1), or a verbal sentence with a free subject (N3.3), or a /fii/-sentence (N11.1). Note that pronouns after /inn/ are always bound. /inn/ usually does not occur at the beginning of sentences.

/inn/ is commonly used after certain verbs, for example /ʕirif/, /simiʕ/, /šaaf/, /ʔaal/, and /xaaf/, and active or passive participles derived from them.

/inn/ is also used after the following: /yizhar/ 'it seems/appears', /ilʔaħsan/ 'it is better/best', /min-ilmuħtamal/ 'it is possible', /muhimm/ 'it is important', and free subject + /mutaʔakkid/ '(to be) certain, sure'.

DRILLS

22.18 T: ana mutaʔakkid innu ħayingaħ. inti.

S: ana mutaʔakkid innik ħatingaħi.

T: iħna.

S: ana mutaʔakkid innina ħaningaħ.

Continue with other persons, using the following:

min-ilmuħtamal innu ħayitʕayyin naazir.

ilʔaħsan-innu yitniʔil.

yizhar-innu ħayħaawil yiigi.

hiyya ʕarfa-nnu gaay yitfarrag.

22.19 T: innaas ħayruuħu-hnaak.

S_1: yizhar-inn^{i} fii naas ħayruuħu-hnaak.

S_2: yizhar-inn^{i} fii naas rayħiin hinaak.

S_3: yizhar-inn^{i} mafiiš ħadd^{i} raayiħ hinaak.

Continue with the sentences in drill 10.6.

22.20 T: katab gawaab.

S_1: ilgawaab maktuub.

S_2: yizhar-inn-ilgawaab maktuub.

S_3: yizhar-innu maktuub.

Continue with the sentences in drill 12.10.

Repeat with the following:

ħabas-ilħaraami.
fasal-ittalamza.
naʔal-ilmudarris.
garaħ-ilʕaskari.
ball-ilʔamiis.
xadd-ilwalad.
basat-ilmudarris.
saraʔ-ilmaħfaza.
ʔataʕ riglu.

22.21 T: geena waxri.

S_1: humma ʕarfiin-innina geena waxri.

S_2: miin ʔaal-innina geena waxri.

Continue with the sentences in drill 21.9.

22.22 T: geena waxri.

S_1: hiyya ʕarfa-nnina geena waxri.

S_2: hiyya ʕarfa geena waxri lee.

Continue with the sentences in drill 21.9.

22.23 T: ruħna-lbeet.

S_1: ruħna feen,

S_2: hiyya ʕarfa ruħna feen.

S_3: hiyya ʕarfa-nnina ruħna-lbeet.

Continue with the sentences in drills 16.19-20.

SUPPLEMENTARY DRILLS

22.24 laha ʔahammiyya tigariyya. Substitute:

agricultural
historical
religious
political
archaeological
national
cultural
military
practical
scientific
technical
universal

LESSON 23 iddars-ittalaata-w ʕišriin

Conversation	THE NILE II
1. loola-nniil la kaanit masr^{i} kullaha saħra.	Were it not for the Nile, all of Egypt would be desert.
2. wi ħees-inn^{i} mafiiš matar taʔriiban, fa masr^{i}-btiʕtimid kulliyatan ʕala-nniil.	Since there is almost no rain, Egypt depends completely on the Nile,
3. wi-lħayaa fiiha min γeer-irrayy^{i} mustaħiila.	and life in it would be impossible without irrigation.
4. fa kull-ilmasriyyiin wi ʕadadhum tamanya-w ʕišriin milyoon biyʕiišu-f waadi-nniil.	All of the Egyptians, whose number is 28,000,000, live in the Nile Valley,
5. fiima ʕada ʕadad ʔaliil min-innaas fi-ssaħra-w muʕzamhum badu mitnaʔʔiliin.	except for a small number of people in the desert most of whom are nomads.
6. kull^{i} sana-nniil biyziid wi biyfiid fi ʔaγustus.	Every year the Nile rises and it overflows in August.
7. ilfayadaan natigt-ilʔamtaar -ilgamda-lli-btinzil ʕala-gbaal ʔasyubya fi-sseef.	The flood is the result of the heavy rainfall in the mountains of Ethiopia in the summer.
8. fi-lwaʔt^{i} da-nniil biyitγayyar loonu-l bunni γaamiʔ, wi biyziid garayaanu.	At this time, the color of the Nile changes to dark brown and its rate of flow increases.
9. tabʕan-irtifaaʕu-byixtilif sana ʕan sana, wi biykuun fi baʕd -issiniin ʔaʕla min siniin tanyiin.	Of course its rise varies from year to year, and it is higher some years than others.
10. fi-lgahira muʕaddal-ilʔirtifaaʕ ʕišriin ʔadam.	In Cairo, the average rise is twenty feet.

11. fii maʔayiis li-nniil fi ʕiddit ʔamaakin bitʔiis-irtifaaʕ -innahr.	There are Nile gauges at a number of places to measure the rise of the river,
12. wi-lmaʔayiis bititnišir fi -lgaraniil kull^{i} yoom.	and the measurements are published in the newspapers every day.
13. fi-lqahira miʔyaas ʔadiim li -nniil-itbana fi-lgarn -ittaamin.	In Cairo there is an old Nile gauge built in the 8th century.
14. ilfayadaan muhimm^{i} giddan bi -nnisba-l masr, li ʔinnu -byisʔi-lʔard.	The flood is very important for Egypt, because it waters the land
15. wi biygiib-ittamy-ílli biyxalli -lʔard^{i} xisba-w salħa li -zziraaʕa.	and brings silt which makes the soil fertile and good for agriculture.
16. kull^{i} sana-lmasriyyiin biyiħtiflu-b ʕiid wafaaʔ-inniil.	Every year the Egyptians celebrate the cresting (fulfilling) of the Nile.
17. wi da ʕiid biyirgaʕ li ʔayyaam -ilfaraʕna.	This is a festival which goes back to the days of the Pharaohs.
18. fa-lmasriyyiin-ilʔudaam kaanu -byiʕmilu-ħtifalaat kibiira-f ʔayyaam-ilfayadaan,	The ancient Egyptians used to have big celebrations at the time of the flood,
19. ʕašaan yuškuru-nniil ʕala kull^{i} ʔafdaalu.	in order to thank the Nile for all its bounty.

Grammar

A. The verbs /xalla/, /xad/, and /idda/.

ilʕaskari xalla ʔaħmad yidfaʕ mixalfa.	The policeman made Ahmad pay a fine.
xalluu yidfaʕ mixalfa.	They made him pay a fine.
ħanaxudha titfassaħ.	We will take her for a walk.
iddiini-lgawaab ʔamdii.	Give me the letter to sign.
matxallihumš^{i} yirgaʕu.	Don't let them come back.

N23.1 The verb phrases /xalla/, /xad/, or /idda/ + object + verb are similar to verb phrases with /ˁaawiz/ (N16.1). The three verbs may be perfect, imperfect, or imperative in form. The form of the verb following them can be only imperfect without tense prefixes. The object of /xalla/, /xad/, or /idda/ agrees with the subject of the second verb; if it is a noun, it agrees in gender or number, and if a pronoun, it agrees in person also.

Note that the two verbs in these verb phrases do not have the same subject (cf. Notes 19.2, 20.1, and 21.1). /xalla/ is /γanna/-type (N14.3).

DRILLS

23.1 T: xallaani ˀamši. inti.

S: xallaaki timši.

T: humma.

S: xallaahum yimšu.

Continue with other persons, using the following:

xadni ˀatfassaħ.
iddaani-lgawaab ˀamdii.
ħayxalluuni ˀabtidi ˀazaakir.
maxallitniiš ˀatkallim.
xallaani ˀatˁaššim.

23.2 T: xallaani ˀamši.

S_1: xalliiha timši.

S_2: matxallihaaš timši.

S_3: iwˁa-txalliiha timši.

Continue with the sentences in drill 23.1.

23.3 T: ilwalad ˀalaˁ-issaaˁa.

S_1: ˀallaˁu-lwalad-issaaˁa.

S_2: xallu-lwalad yiˀlaˁ-issaaˁa.

S_3: xalluu yiˀlaˁ-issaaˁa.

Continue with the sentences in drill 18.14.

23.4 T: daxaltu guwwa.

S_1: miin daxxalkum guwwa.

S_2: miin xallaakum tudxulu guwwa.

Continue with the sentences in drill 18.19.

Repeat with 3 f. and 2 f. forms.

23.5 T: ʔara-lħikaaya li-ttalamza.

S_1: ħadd^{i} ʔarahalhum?

S_2: laʔ. maxalluniiš ʔaʔrahalhum.

Continue with the sentences in drill 17.10.

23.6 ʕali ʔiddaani-lkitaab ʔaʔraa. Substitute:

ilmuħadra	iħna	zeenab	ilmuħadra
ilʔimtiħaan	inti	aħmad	ana
ilkutub	humma	amiira	ilʔawraaʔ
ilwáraʔa	inta	saami	inti
ilgumal	hiyya	ʕali	ilgawaab

B. Derived verbs: /-t-/ infix.

iftakarna bii.	We thought of him.
biniftikir bii.	We are thinking of him.
ištaɣal fi-lħukuuma.	He worked for the government.
biyištaɣal fi-lħukuuma.	He is working for the government.
ištaal-iššanṭa.	He carried the suitcase.
ištalt-iššanṭa.	You carried the suitcase.
biyištaal-ilkitaab.	He is carrying the book.
ihtammeena bi-lʕuluum.	We were interested in science.
baʕd-innaas mabyihtammuuš bi-lʕuluum.	Some people are not interested in science.

N23.2 Derived verbs with /-t-/ infixed after the first consonant of the simple stem may be formed from verbs of the /katab/, /rama/, /šaaf/, and /ħabb/-types (all of which have simple stems). These derived verbs have no meanings in common, and the meanings are not predictable from those of the simple verbs (cf. N20.2).

The vowel patterns of derived verbs with /-t-/ are predictable. The perfect forms of all verbs derived from the /katab/ (except /ištaɣal/)

and /rama/-types are iCtaCa(C); the imperfect are all iCtiCi(C). All of these hence belong to the /i/ class, regardless of the class to which the simple verbs belong (cf. N19.3). /ištaɣal/ is Class I and has an imperfect /yištaɣal/.

The perfect and imperfect forms of all verbs derived from the /šaaf/ and /ħabb/-types are the same: iCtaaC and iCtaCC. All of these belong to Class I, regardless of the class to which the simple verbs belong. Note that verbs derived from the /šaaf/-type do not have two different vowel patterns in the perfect as do the simple verbs: /šaal/, /šilt/, but /ištaal/, /ištalt/.

The participle of these verbs in /mi-/ + the imperfect stem: /miftikir/, /mištaal/, /mihtamm/, and /mibtidi/ (/mibtidiyya/, /mibtidiyyiin/).

DRILLS

LIST 23.1 Verbs

ištaɣal	work	ištara	buy
ittafaˀ	agree	iħtaag	need
istalaf	borrow	iħtaar	be perplexed
istalam	receive		
iftakar	think, reckon		

23.7 T: igtamaʕ wayya-lmudiir. intu.

S: igtamaʕtu wayya-lmudiir.

T: humma.

S: igtámaʕu wayya-lmudiir.

Continue with other persons, using the following:

ibtada-ssubħ^{i} wi-ntaha bi-lleel.
iħtafal bi-lʕiid yoom-ilxamiis.
ištara ʕarabiyya-gdiida.
iħtaar.
ihtamm^{i} bi-lmawduuʕ.
iftakar-inn-innaharda ˀagaaza.
ištaɣal fi-lħukuuma.
xarag-istaad.
ittafaˀ maʕa saħbu ʕala maʕaad.
iħtaag li-fluus wi-stalaf minhum.
iʕtamad ʕalee.
istalam-ilgawaab.

23.8 T: ħagtimiʕ wayya-lmudiir. intu.

S: ħatigtimʕu wayya-lmudiir.

T: humma.

S: ħayigtimʕu wayya-lmudiir.

Continue with other persons, using the sentences in drill 23.7.

In drills 23.9-12, continue with the sentences in drill 23.7.

23.9 T: igtamaʕ wayya-lmudiir.

S_1: igtimiʕ wayya-lmudiir.

S_2: igtimʕi wayya-lmudiir.

S_3: igtimʕu wayya-lmudiir.

23.10 T: igtamaʕ wayya-lmudiir.

S_1 to S_2: inta migtimiʕ wayya-lmudiir?

S_2: aywa. ana migtimiʕ wayya-lmudiir.

S_3 of S_2: laʔ. huwwa miš migtimiʕ wayya-lmudiir.

23.11 T: igtamaʕ wayya-lmudiir.

S_1: intu migtimʕiin wayya-lmudiir?

S_2: aywa, iħna migtimʕiin wayya-lmudiir.

S_3: laʔ. humma miš migtimʕiin wayya-lmudiir.

23.12 T: igtamaʕ wayya-lmudiir.

S_1: fii naas-igtámaʕu wayya-lmudiir.

S_2: fii naas migtimʕiin wayya-lmudiir.

S_3: mafiiš ħadd^{i} migtimiʕ wayya-lmudiir.

C. Noun phrases: noun + noun.

di šanta gild.	This is a leather suitcase.
iššanta-lgild di-btaʕti.	This leather suitcase belongs to me.
iššunat-ilgild dool bituuʕu.	These leather suitcases belong to him.
ilkursi-lxašab gidiid.	The wooden chair is new.
ilxamas karaasi-lxašab dool gudaad.	These five wooden chairs are new.

N23.3 In this construction of noun + noun, the nouns agree in definiteness only, and the second noun is attributive to the first. The nouns in second position have no d. or p. forms and are conventionally known as collective nouns (here identifying material or substance).

A noun phrase, whether attributive or construct, is simply an expansion of a noun. A noun phrase has at least one noun, and may have more; it may also include a pronoun, an adjective, a quantifier, a numeral, an /illi/-phrase, and the demonstrative. The maximum noun phrase is a sequence of quantifier + numeral + noun + noun/pronoun + collective noun + adjective + /illi/-phrase + demonstrative. Although possible, noun phrases of this length are not common; even /kull-ilxamas karaasi-lxašab -ilgudaad dool/ 'all these five new wooden chairs' is longer than most noun phrases.

DRILLS

LIST 23.2 Nouns

xašab	wood	ħariir	silk
ħadiid	iron	ʔutn	cotton
fadda	silver	suuf	wool
dahab	gold	gild	leather
rusaas	lead		

23.13 T: da kursi xašab.

S_1: dool karaasi xašab.

S_2: dool-ilkaraasi-lxašab.

Continue with the following:

šanta gild
ʕilba ħadiid
saaʕa dahab
ʔalam rusaas
ʔamiis ʔutn
bluuza ħariir
mandiil ħariir
ʕilba fadda
bantaloon suuf
gazma gild

23.14 T: kursi xašab.

S_1: feen-ilkursi-lxašab.

S_2: ahoo-lkursi-lxašab.

Continue with the noun phrases in drill 23.13.

23.15 T: kursi xašab.

S_1: ilkursi-lxašab da-btaaʕ miin,

S_2: ilkursi-lxašab da-btaaʕi.

Continue with the noun phrases in drill 23.13.

In drills 23.16-18, substitute the noun phrases in drill 23.13.

23.16 ištareet talat karaasi xašab ɣalyiin.

23.17 ittalat karaasi-lxašab dool bituuʕi.

23.18 kull-ilkaraasi-lxašab-illi kaanu hina-tbaaʕu.

D. Numerals: fractions and percentages.

nuss	1/2	tumn	1/8
tilt	1/3	tusʕ	1/9
rubʕ	1/4	ʕušr	1/10
xums	1/5	tilteen	2/3
suts	1/6	talat tirbaʕ	3/4
subʕ	1/7	waaħid ʕala-ħdaašar	1/11

talat tušhur wi nuss.	Three and a half months.
ilħissa nuss^{i} saaʕa.	The period is half an hour.
ħaddiik ʕášara fi-lmiyya.	I will give you ten percent.
xamsiin fi-lmiyya mi-lkutub gudaad.	Fifty percent of the books are new.

N23.4 The fractions of the numerals through ten are given above. Fractions of numerals above ten use the construction numeral /ʕala/ numeral, for example 'one over eleven'.

When a noun occurs with a numeral and a fraction, the order numeral + noun + /wi/ + fraction is the only one possible.

DRILLS

23.19 ʔaʕatt^{i} hina nuss^{i} saaʕa.

Substitute for /nuss^{i} saaʕa/:

3 1/2 hours
5 1/2 months
2 1/2 years
1 3/4 hours
1 1/2 years

3/4 of an hour
2/3 of an hour
1 1/3 hours
6 1/4 hours
7 1/2 years

50 percent of the time
2 1/2 hours
1/2 a year
2 1/2 years
3 1/2 weeks

23.20 iddaani nuss-ilmablaɣ.

Substitute for /nuss/:

1/3
1/10
1/5
2/3
3/4
50 percent
25 percent
90 percent
1/11
1/4
10 percent
1/2

SUPPLEMENTARY DRILLS

23.21 T: fi-lbilaad di mantiʔa ziraʕiyya.
S: fi-lbilaad di manaatiʔ ziraʕiyya.

Continue with the following:

ʔard^{i} xisba
haram kibiir
midaan waasiʕ
mabna ħadiis
gineena gamiila
madiina ħadiisa
gamʕa muzdáħima
maʕhad ʕaali
imtiħaan nihaaʔi
maʕbad farʕooni
gabal ʕaali
gaamiʕ ʔadiim
nusxa ʔadiima
makaan ʔásari
matħaf ʕalami
hayʔa siyasiyya
širka balžikiyya
mantiʔa ʕaskariyya
madrasa fanniyya
nahr^{i} tawiil
kiniisa-kbiira

23.22 fi-lbilaad di ʕiddit manaatiʔ ziraʕiyya.
Substitute, using the noun phrases in drill 23.21.

23.23 loola-nniil la kaanit masr^{i} saħra. Substitute:

plane, journey long
his relatives, the man rich
language, life difficult
his brother, influence more extensive
rain, Texas a desert
Revolution, America part of Britain
the police, life difficult
education, the revolution impossible
the dam, the flow faster
the desert, the land fertile
the dam, the Nile higher

23.24 masr^{i} tibʔa saħra min ɣeer-inniil.
Substitute, using the items in drill 23.23.

Conversation THE HIGH DAM

1. issadd-ilʕaali mašruuʕ muhimm^{i} giddan li-ttaħakkum fi-myaah -inniil.	The High Dam is a very important project for the control of the waters of the Nile.
2. fa-nniil fi ˀayyaam-ilfayadaan biysabbib xasaayir li-lˀaraadi -lmazruuʕa,	The Nile at the time of the flood damages the cultivated lands
3. wi biyhaddid-ilbilaad wi-lˀaryaaf fi tariiˀu li-lbaħr.	and threatens the towns and villages on its way to the sea.
4. wi-f baˀiit ˀayyaam-issana mabiykunš^{i} fii mayya-kfaaya li-zziraaʕa.	Throughout the rest of the year there is not enough water for agriculture.
5. fa bidaal ma mayyit-ilfayadaan tidiiʕ fi-lbaħr,	Hence instead of wasting (losing) the flood waters in the sea,
6. fakkarit-ilħukuuma-nnaha tibni sadd^{i} taani-yxazzin-ilmayya-w yimnaʕ xasayr-ilfayadaan.	the government has decided (conceived the idea) to build a second dam to store the water and prevent the damages of the flood.
7. wi da mašruuʕ-issadd-ilʕaali-lli -byitbini ganuub sadd^{i} ˀaswaan.	This is the project of the High Dam which is being built south of the Aswan Dam.
8. ibtada-lʕamal fii-f sanit sittiin wi ħaytimm^{i}-f sanit sabʕiin.	The work began in '60 and will be completed by '70.
9. ħaykuun tuul-issadd^{i} talaata kilumitr^{i}-w nuss, wi-rtifaaʕu miyya-w ħidaašar mitr, wi ʕardu min fooˀ talatiin mitr.	The length of the dam will be 3 1/2 kilometers, its height 111 meters, and its width at the top 30 meters.
10. wara-ssadd^{i} ħaykuun xazzaan kibiir.	Behind the dam will be a large reservoir.

11. tuulu ħawaali xumsu miit kilumitr, wi ħayimtadd^{i} min ʔaswaan li daaxil ħuduud-issudaan.	Its length will be about 500 kilometers and it will stretch from Aswan to within the borders of the Sudan.
12. wi ħaykuun ʔakbar xazzaan sinaaʕi fi-lʕaalam baʕd xazzaan rudisya.	It will be the largest man-made reservoir in the world next to the one in Rhodesia.
13. wi ħagmu sitt^{i} ʔadʕaaf xazzaan Hoover fi ʔamriika.	Its size will be six times that of the Hoover Dam reservoir in America.
14. issadd-ilʕaali ħaykuun luh fawaayid kitiir ʔawi.	The High Dam will bring very many benefits.
15. minha ʔawwalan taxziin kammiyyaat hayla min-ilmayya.	Of these, first, storage of large amounts of water.
16. wi da maʕnaa tawfiir-ilmayya li-rrayy,	This means saving water for irrigation
17. wi ziyatt-ilʔaraadi-ssalħa li-zziraaʕa talatiin fi-lmiyya,	and increasing the land usable for agriculture by thirty percent,
18. wi sadd^{i} ħagt-ilbilaad-ilmutazayda min-ilmayya.	and meeting the increasing need of the country for water.
19. wi ɣeer kida tawliid xamas ʔadʕaaf-ilquwa-lkahrabaʔiyya-lħaliyya.	In addition to this, generating five times the electric power now available.
20. wi taniyan tanziim garayaan-ilmayya tuul-issana,	Secondly, regulation of the flow of the water throughout the year.
21. wi da daruuri li-rrayy^{i} wi-lmuwaslaat-innahriyya,	This is essential for irrigation and river transportation,
22. wi li-ħmayt-ilbilaad wi-lʔaraadi min xasayr-ilfayadaan.	and protection of the towns and fields from the damages of the flood.
23. kull^{i} da maʕnaa-nn-iddaxl-ilqawmi ħayziid wi mustawa-lmaʕiiša ħayirtifiʕ.	All of this means that the national income will increase and the standard of living will rise.

Grammar

A. More subordinators.

raaħit laħsan ħadd^{i}-yšufha.	She went lest someone should see her.
gih ʕašaan ʔixwaatu ʕayyaniin.	He came because his brothers are sick.
gih ʕašaan yišuuf ʔaxuu.	He came (in order) to see his brother.
rigiʕ ʕašaan ʔaxuu saafir.	He returned because his brother went on a trip.
rigiʕ ʕašanha safrit.	He returned because she went on a trip.
simʕuuna w-iħna binnaadi.	They heard us as we were calling.
nizilt^{i} feen w-inta-f masr.	Where did you stay while you were in Cairo?
hirib wi-nnaas naymiin.	He ran away while the people were sleeping.

N24.1 These subordinators, like others, are used to link two sentences; note that the second may be either verbal or equational (cf. N19.4).

/laħsan/ may be followed by a noun or a free (but not a bound) pronoun. /ʕašaan/, followed by the perfect, must also be followed by a noun or a bound (but not a free) pronoun; followed by the imperfect, it may be similarly followed.

/wi/, like /laħsan/, may be followed by a noun or a free pronoun. The subordinator /wi/ must be distinguished from the coordinator /wi/ (cf. N5.4).

DRILLS

24.1 T: zaakir kuwayyis. nagaħ.

S_1: zaakir kuwayyis. ʕašaan kida nagaħ.

S_2: nagaħ ʕasaanu zaakir kuwayyis.

Continue with the following:

mišyu masaafa tawiila. tiʕbu.
mafhimnaaš-iddars. maʕrifnaaš nirudd ʕa-ssuʔaal.
maxallitniiš ʔatkallim. maʔultiš ħaaga.
iħtaagu li-fluus. istálafu mi-lbank.
ihtammeetu bi-lmawduuʕ. igtamaʕtu wayya-lmudiir.
ilʔatr-itʔaxxar. wisilna waxri.

ištáɣalit-il?usbuuʕ kullu. ħabbit tuxrug titfassaħ.
xaafu. giryu-b surʕa.
masmiʕtiniiš. maradditiiš ʕalayya.
siħyit waxri. magatš-ilħissa.
saaʔ bi surʕa ʔawi. ilʕaskari-ddaa-mxalfa.
maħabbiš yirkab tayyaara. gih bi-lʔatr.
intaxabuu mudiir. imbasat ʔawi.
nagaħ. hannuu.
iħtaalu ʕaleena. itɣazna minhum.

24.2 T: gih. gaab-ilkitaab.
S_1: gih ʕašaanu ʕaawiz yigiib-ilkitaab.
S_2: gih ʕašaan yigiib-ilkitaab.

Continue with the following:
istalaf filuus. ištara ʕarabiyya.
ittáfaʔu ʕala maʕaad. xáragu yistaadu maʕa baʕd.
xaragna maʕaa. itfarragna ʕa-lbalad.
xadit-ittayyaara. wislit ʔawaam.
daffaʕ-irraagil mixalfa. ʔaddibu.
igtamaʕ wayya-lmudiir. itʕayyin ʔustaaz.
ʔarrab minnu. iħtaal ʕalee.
xáragu maʕa baʕd. istaad.
hágamu ʕalee. ʔataʕ raasu.

24.3 T: xaafu. ilʕaskari-ddaahum mixalfa.
S_1: xaafu ʕašaan miš ʕawziin-ilʕaskari yiddiihum mixalfa.
S_2: xaafu laħsan-ilʕaskari yiddiihum mixalfa.

Continue with the following:
hirib. ħabasuu.
xadna-ttayyaara. ʔaħmad wisil ʔablina.
xaafu. ilʕarabiyya wiʔfit.
maʔulnaaš ħaaga. ilʔawlaad xaafu.
binitkallim bi-šweeš. ilbint^{i} siħyit.
xaafit. innuur-ittafa.
ħabasuu. ħaawil yihrab.
itxadd^{i} ʔawi. innaas yiftikruu ħaraami.
xaaf. ħadd-iħtaal ʕalee-w xad filuusu.

24.4 T: fassarlu-lmasʔala. huwwa miš fahimha.

S$_1$: fassarlu-lmasʔala ʕašaanu miš fahimha.

S$_2$: fassarlu-lmasʔala laħsan huwwa miš fahimha.

Continue with the following:

ʔullina-lħikaaya. iħna nasyinha.
matitfiiš-innuur. humma xayfiin.
ħanuʔʕud hina. iddinya bitmattar.
uʔʕud kul. inta guʕaan.
itkallim-ingiliizi. fii naas mabyiʕrafuuš ʕárabi.
iʔfil-ilbaab. hiyya bardaana.
matħassinš. biyɣiib kitiir.
iddii yaakul. gaaʕ.
matidfaʕluuš. ilʔard^{i} di matislaħš^{i} li-zziraaʕa.

24.5 T: šuftaha. raaħit-ilbalad.

S$_1$: šuftaha-w hiyya rayħa-lbalad.

S$_2$: šuftaha lamma kaanit rayħa-lbalad.

Continue with the following:

ʔabilnaaha. rigʕit mi-ssuuʔ.
ʔabilnaaha. rigiʕna mi-ssuuʔ.
ʕali ʔalli-lħikaaya. mišeet maʕaa.
ʕadda. ilʕarabiyya faatit.
sallimu ʕaleena. daxalna.
sallimu ʕaleena. dáxalu.
ʔareetu-lgawaab. wiʔiftu.
igtamaʕti maʕaaha. ɣaabu.
ibtadeena. nimtu.
kallimna. itxaddeena.

24.6 kallimtuhum wi humma biyzakru.

Substitute for /biyzakru/:

kal
naada
ʔara
giri
saaʔ
itfassaħ
ɣanna
baka
sammaʕ
nizil
salla
itmašša
ʕadda
kawa
libis
katab
širib
itnaaʔiš
rikib
itfarrag
itʕašša
ištaɣal
ištara
istaad

24.7 kallimitni w-ana bazaakir.

Continue with the verbs in drill 24.6.

24.8 T: zarni. ana ʕayyaan.

S_1: zarni w-ana ʕayyaan.

S_2: zarni lamma kunt^{i} ʕayyaan.

Continue with the following:

darris. ana suɣayyar.
saʔa mayya. hiyya ʕatšaana.
farragu ʕa-lbalad. humma-f maṣr.
kallim bi-tṭilifoon. intu-bʕaad.
ʕallimu ʕárabi. huwwa-kbiir.
šaafu. iħna mabsutiin.
wassalu. inta taʕbaan.
igtámaʕu wayyaa. inti fi-lbeet.

B. Topical sentences.

saʕt-issitt^{i} ɣalya ʔawi.	The lady's watch is very expensive.
issitt^{i} saʕitha ɣalya ʔawi.	The lady, her watch is very expensive.
muʕzam-ittalamza ɣaybiin.	Most of the students are absent.
ittalamza muʕzamhum ɣaybiin.	The students, most of them are absent.
ʕala-lmuslimiin yiħiggu.	It is required of Muslims to make a pilgrimage (to Mecca).
ilmuslimiin ʕaleehum yiħiggu.	The Muslims, it is required of them to make a pilgrimage.
ʔaxuuya-štara-lkitaab da.	My brother bought this book.
ilkitaab da ʔaxuuya-štaraa.	This book, my brother bought it.

N24.2 A topical sentence is a construction of topic + comment (cf. Notes 1.1 and 3.3). A topical sentence may be formed from any sentence with a noun phrase consisting of (1) noun + noun (construct) or (2) quantifier + noun, or from one with (3) a verb phrase consisting of modal + free subject + verb, or from (4) a verbal sentence with a free object: verb + free object. The second constituent (always a noun) of each of these constructions may be placed at the beginning and becomes the topic. Note that the topic must be definite.

The first constituent of these constructions must then have a bound pronoun and (with the balance of the construction if there are more than two constituents) becomes the comment. The bound pronoun (traditionally called returning pronoun) in the comment agrees with the topic in gender or number. Note that if the verb requires a preposition before the object, then the preposition takes the returning pronoun. Note also that the comment is always either a verbal or an equational sentence.

DRILLS

24.9 issitt^{i} saʕitha ɣalya ʔawi. Substitute:

ilmudarris
irriggaala
ʕarabiyya
axuuya
ilbint

fustaan
šunaṭ
mandiil
ilʔafandi
šanṭa

ilmudiir
badla
saħbi
ɣada
gazma

binti
ʔalam
ilmudarris
bluuza
dawa

24.10 ilkitaab da ʔaxuuya-štaraa. Substitute:

issaaʕa
ilkursi
ilkutub
ʔuxti
iššanṭa

ilfustaan
ilʔilaam
ittalamza
ilmaħfaẓa
ilmandiil

ilʔafandi
ilbadla
ilbanṭalunaat
ittazkara
saħbi

ilʔumsaan
ilgazma
ilʔawraaʔ
ilbeet
ʔuxti

24.11 ittilmiiz ʕalee-yzaakir. Substitute:

ittilmiiza
ittalamza
ʔaxuuya
daras
iṭṭaalib
šakar-allaah
ilmasiħiyyiin

ilmuslim
ʔara-lkitaab
ilmuslimiin
iʕtamad ʕala-llaah
xaaf-allaah
kull^{i} waaħid
idda-fluus li-lmiħtagiin

ħabb^{i} ʔariibu
ištaɣal
kull-innaas
saʕd-ilħukuuma
ʕamal-ilxeer
iħtafal bi-lʕiid
iʕtamad ʕala nafsu

24.12 ittalamza muʕẓamhum rigʕu. Substitute:

fihim
biyiʕraf-ingiliizi
ilmasri
biyidris
ilfaransaawi
biyifham

idduktoor
biyitkallim
ilʔamrikaani
biyħibb^{i} yisṭaad
biyiħtifil bi-lʕiid
saafir barra

ilʔustaaz
ʕamal ʔabħaas
ilmasriyyiin
biyihtamm^{i} bi-lluɣaat
biyitkallim ʕárabi
biyiʕraf-ingiliizi

24.13 ilmudarrisiin yadubhum wiṣlu. Substitute:

iṭṭaalib
ilʕummaal
ilʔaṭr
iṭṭayyaara
iṭṭálaba

ibtada
ittafaʔ
ilmudarrisiin
itʕayyin
igtamaʕ

ilmudiriin
daxal
issitt
gih
idduktoor

ilʔasadza
xarag
rigiʕ
ilxaddaam
ilbanaat

24.14 T: gaww-ilqahira daafi.

S: ilqahira gawwaha daafi.

Continue with the following, using the last noun of the construct as topic:

simiʕna ʕan tariix-ilʕarab.
maħaddiš daxal maktab-ilmudiir.
saaʔu ʕarabiyyit ʕali.
filuus ʔaxuuya fi-lbank.
ʔasadzit-ilgamʕa-ttáfaʔu.
šantit-isṣiṭt^{i} gild.
iħtáfalu-b ʕiid milaad-ilbint-imbaariħ.
saʕt-ilgamʕa bitʔaxxar.
ʕadad tálabit-ilgamʕa-kbiir.

24.15 T: ʕumru ma ʔaal-ilkilma di.

S: ilkilma di ʕumru ma ʔalha.

Continue with the following, using the object as topic:

miin kabb-ilʔahwa.
ilmudiir ʕalee yimdi-lgawabaat.
miin fataħluhum-ilmaktaba.
masmiʕtuuš-ilħikaaya di.
ʔallaʕuu-ssaaʕa.
yadubhum xadu-lkutub.
ħawlit tiftaħ-iššanta.
miš ʔadriin yibiiʕu-lʕarabiyya.
daxalna-nʔabl-ilmudiir.
maleetu-lʕilba-fluus.
ʔuluuli-lħikaaya.
iwʕu madzakruuš-iddars.
xallu-lħaraami yihrab.
feen-ittilmiiz-illi katab-ilħikaaya di.

24.16 T: ana xaayif mi-lʔimtiħaan da.

S: ilʔimtiħaan da ʔana xaayif minnu.

Continue with the following, using the object after the preposition as topic:

ʕumru ma diri bi-lħikaaya.
ittilmiiz katab li-lmudarris.
saʔa-lʔahwa li-lʕummaal.
iddit-ilgawaab li-lʕummaal.
iħtáfalu bi-lʕiid yoom-ilxamiis.
ilħukuuma-btihtamm^{i} bi-lluγaat.
ittáfaʔu wayya-lmudiir.
istálafu mablaγ kibiir min ʔaxuuya.
innaas biyxaafu ʕa-lbanaat.
ana xaayif min ʔimtiħaan-ittariix.

C. Verbal nouns.

ʔabilt-ilmudiir.	I met the director.
talabt^{i} muʔablit-ilmudiir.	I asked to meet the director.
ʕallim-ilbanaat.	He taught the girls.
ilħukuuma-btihtamm^{i}-b taʕliim-ilbanaat.	The government is interested in the education of girls.
ʕadda-ššaariʕ.	He crossed the street.
taʕdiit-iššaariʕ mamnuuʕa.	Crossing the street is forbidden.
saafir bi-ttayyaara.	He traveled by plane.
mabiyħibbiš safar-ittayyaara.	He does not like traveling by plane.
ittalamza ʔablu-lmudarris.	The students met the teacher.
simiʕt^{i} ʕan muʔablithum li-lmudarris.	I heard of their meeting with the teacher.

N24.3 Verbal nouns are derived from (most but not all) verbs and denote the action of the verb: /ʔaabil/ 'he met', /muʔabla/ 'the action or process of meeting'.

Verbal nouns from /kallim, /γanna/, and /zaakir/-type verbs are regularly derivable. If the /kallim/-type has the form $C_1VC_2C_2VC_3$, the verbal noun is $taC_1C_2iiC_3$: /ʕallim/, /taʕliim/ 'teaching, education';

if the verb is $C_1VC_2C_3VC_4$, the noun is $C_1aC_2C_3aC_4a$: /targim/, /targama/ 'translating, translation'. Nouns derived from verbs of the /ɣanna/-type (CVCCV) have the form taCCiya: /ʕadda/, /taʕdiya/ 'crossing'. And from verbs of the /zaakir/-type (CVVCVC), the verbal noun is muCaCCa (or miCaCCa): /zaakir/, /muzakra/ 'studying'; note that the noun derived from /saafir/ is /safar/, hence not regular.

Verbal nouns typically occur in construct phrases, the first noun of which is a verbal noun. Such construct phrases are formed from the following constructions: verb + object/complement becomes verbal noun + object/complement; free subject + verb becomes verbal noun + subject; and free subject + verb + object becomes verbal noun + subject + /li/ + object.

Verbal nouns as predicate complements (N20.4), also frequently follow the verb from which they are derived: /saaʕid/ and /musaʕda/ in /saʕdu musaʕda-kbiira/ 'he helped him a great deal (with a great help)'.

DRILLS

LIST 24.1 Verbs

nazzam	organize, plan
rattib	put in order, straighten
wallid	generate, produce
rabba	raise, discipline, train
ʕaamil	deal with, treat (people)
ʕaarid	object to, oppose

24.17 T: darris-illuɣaat.

S: tadriis-illuɣaat saʕb.

Continue with the following:

kassar-ilxašab.

targim-ilqurˀaan.

ʕadda-ššaariʕ.

rabba-lˀawlaad.

ʕaml-innaas dool.

ʕayyin-ilmudiriin.

wallid-ilkahraba.

ˀabl-ilmudiir.

zakr-ilʕuluum.

rattib-ilˀooda di.

fassar-ilmasˀala di.

naˀˀa-lloon da.

ɣayyar-ilmadrasa.

ʕallim-ilkubaar.

24.18 T: darris-ilʔawlaad. haayil.

S: darrishum tadriis haayil.

Continue with the following:

rattib-ilʔooda. gamiil.
targim. haayil.
naʔʔa. ħilw.
rabba-lʔawlaad. haayil.
zaakir. gaamid.
ʔabl-innaas. zariif.
saʕd-innaas. kibiir.
naʔš-ittálaba. tawiil.
ħaawil. tariixi.
gaawib. saħiiħ.
ʕaml-innaas. kuwayyis.
ʕaarid mašruʕna. šidiid.
darrib-ittalamza. ʕaskari.
nazzam-ilbalad. badiiʕ.
ʔaxxar-ilmašruuʕ. tawiil.
darris-ilʔawlaad. haayil.

24.19 T: darrisit-ilʔadab-ilʕárabi.

S: kallimitna ʕan tadrisha li-lʔadab-ilʕárabi.

Continue with the following:

fassar-innazariyya.
ʕallim-ilbanaat.
targim-ilkitaab.
naʔʔa ʔagmal bint.
ʔabl-ilmudiir.
nazzam-ilmadrasa.
saʕd-ilmiħtagiin.
ʕard-ilmašruuʕ.
ʕaml-innaas.
rabba-lbanaat.
rattib-issafar.
ʕadda-nnahr.

D. The verb /baʔa/ in equational sentences.

irraagil baʔa miħtaar.	The man became perplexed.
ittilmiiz da ħayibʔa muhandis.	This student will become an engineer.

N24.4 Like /kaan/ (N9.5), the verb /baʔa/ (a) is used in equational sentences.

DRILLS

24.20 T: miši-ktiir fa baʔa taʕbaan. ana.

S: mišeet kitiir fa baʔeet taʕbaan.

T: hiyya.

S: mišyit kitiir fa baʔit taʕbaana.

Continue with other persons, using the following:

baʕd^i ma yitxarrag ħayibˀa mudarris.
xarag fi-lbard^i fa baˀa ʕayyaan.
zaakir liɣaayit ma baˀa naʕsaan.
lamma baˀa fi-lgamʕa-btada yištaɣal kuwayyis.

SUPPLEMENTARY DRILLS

24.21 da mašruuʕ muhimm^i li-rrayy. Substitute:

- storing water
- spreading education
- protecting the country
- organizing the workers
- teaching English
- generating electricity
- cultivation
- communication
- training workers
- converting Al-Azhar into a university

24.22 fiiha fawaayid kitiir. Substitute:

- streets
- sections
- newspapers
- festivities
- towns
- schools
- mountains
- lands
- rivers
- ports
- temples
- reference books
- inhabitants
- museums
- places
- mosques
- churches
- research
- companies
- hotels
- buses
- Christians
- Muslims
- exhibits

24.23 tismaħ tisammaʕni sootak, Substitute:

- lend me the book
- give me water to drink
- take me home
- tell me what time it is
- open this door for me
- show me around town
- mail this letter for me
- wake me up early
- fill out this form (paper) for me
- come to me early

24.24 luh markaz tigaari muhimm.

Substitute, using the adjectives in drill 22.24.

LESSON 25 iddars-ilxamsa-w ʕišriin

Conversation

TWO FABLES

1. marra waaħid sayyaad raaħ yistaad samak.	Once a fisherman went to catch fish.
2. fa baʕd^{i} ma tiʕib kitiir, misik sámaka-zɣayyara.	After trying very hard, he caught a small fish.
3. ʔaamit ʔalitlu. ya siidi, inta šayf-inni-zɣayyara ʔawi-w miš mumkin ʔašabbaʕak.	Whereupon it said to him, "You see that I am very small and cannot possibly satisfy you.
4. miš ʔaħsan-innak tisibni-w tiigi -ssana-lgayya timsikni?	Would it not be better to leave me and come and catch me next year?
5. tikuun ʔazhart^{i} šáfaʔa min giha,	On the one hand you will have shown mercy,
6. w-an-akuun kibirt^{i} wi-smint^{i} min giha tanya.	and on the other I will have grown bigger and fatter."
7. ʔaam ʔallaha-ssayyaad. ʔamma-nti ħiyaliyya.	Then the fisherman said, "You are a shrewd one!
8. fa baʕd^{i} m-akuun tiʕibt^{i} tuul -innahaar ʕašaan ʔamsikik,	After I have worked hard all day to catch you,
9. ʕawzaani ʔasiibik w-atʕib nafsi taani? miš maʕʔuul.	you want me to let you go and go to all this trouble again? Impossible!
10. inti laazim simiʕti-lmasal -ilʔadiim-illi-byitʔaal.	You must have heard the old proverb which says:
11. ʕasfuura fi-lyadd^{i} ʔaħsan min ʕášara fi-lɣadd.	A bird in the hand is better than ten (to be caught) tomorrow."

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1. marra ħamaama ʕitšit ʕataš šidiid, wi malaʔitš^{i} mayya tišrab.	Once a pigeon was very thirsty and could not find any water to drink.

2.	wi-f ʔaxr-innahaar, baʕd^{i} ma fattišit wi tiʕbit,	At the end of the day, after an exhausting search,
3.	šaafit ballaas markuun gamb^{i} šágara.	she saw a large pot leaning against a tree.
4.	fa nizlit bi-surʕa-w bassit fii-w laʔit mayya-f ʔaʕru.	She descended quickly, looked into it, and found water at the bottom.
5.	lɹakin-ilballaas kaan ɣawiit bi ħees-innaha maʔidritš^{i} tiwsal li-lmayya.	However the pot was so deep that she could not reach the water.
6.	fa ɣidbit wi-btadit tidrab -ilballaas bi minʔarha ʕawza tiksaru, laakin maʔidritš.	She became angry and started to strike the pot with her beak, wanting to break it; however she could not.
7.	fa ħawlit tizzuʔʔu-b rasha ʕašaan tiʔlibu.	Then she tried to push it with her head in order to tip it over.
8.	wi lamma šaafit-inn^{i} mafiiš fayda-ħtaarit wi ʔáʕadit tifakkar.	When she saw that there was no use (trying), she was puzzled and stopped to think.
9.	baʕdeen bassit ħawaleeha-w šaafit ħigaara-zɣayyara ʕa-lʔard.	After a while she looked around her and saw small stones on the ground.
10.	fa-btadit tišiil-ilħigaara waħda waħda-w tirmiihum fi -lballaas.	Then she began to carry the stones one by one and to throw them into the pot;
11.	wi kaan kull^{i} ma ramit ħagar, ʕilyit-ilmayya-šwayya.	and every time she threw in a stone, the water rose a little.
12.	fa fidlit tirmi-lħigaara -lɣaayit ma-rtáfaʕit-ilmayya-l fumm-ilballaas.	So she continued to throw in the stones until the water rose to the mouth of the pot.
13.	fa širbit wi-tbásatit.	Then she drank and was pleased.
14.	ilʔazd^{i} mi-lħikaaya di, inn^{i}-f baʕd-ilʔaħyaan-issabr^{i} wi -lħikma ʔaħsan mi-lʔuwwa wi-lɣadab.	The point of this story is that sometimes patience and wisdom are better than force and anger.

Grammar

A. Verb phrases with /kaan/.

ʕala ma-wsilt^{i} kaan katab/katb -ilgawaab.	By the time I arrived, he had written the letter.
ʔabl^{i} m-awsal ħaykuunu kátabu/katbiin-ilgawaab.	Before I arrive, they will have written the letter.
lamma-wsilt^{i} kaan biyiktib -ilgawaab.	When I arrived, he was writing the letter.
lamma-wsilt^{i} kaanu ħayuxrugu /xargiin.	When I arrived, they were going to go out.
saaʕit m-awsal ħaykuun biyuxrug/xaarig.	By the time I arrive, he will be going out.

N25.1 A verb phrase may include /kaan/ at the beginning. /kaan/ may be perfect or imperfect with /ħa-/ (but never /bi-/). Note that /ħa-/ is optional and may or may not be used.

The verb following /kaan/ also may be perfect or imperfect; if imperfect, it must however have a tense prefix. If /kaan/ is perfect, the following verb may be perfect or imperfect with /bi-/ or /ħa-/. However if /kaan/ is imperfect, the following verb must be perfect or imperfect with /bi-/ (never /ħa-/).

Under certain conditions the verb after /kaan/ may be replaced by the active participle: (1) if the verb is perfect and is not a verb of locomotion (N7.7), or (2) if it is imperfect and is a verb of locomotion.

/kaan/ and the following verb(s) have the same subject.

DRILLS

25.1 lamma-wsilt^{i} kaanu-byilbisu.

Substitute for /biyilbisu/:

ištaγal
simʕ-irradyu
širib ʔahwa
zaakir
salla
itkallim
itxaaniʔ

rikb-ilʕarabiyya
ʕamal-ilwaagib
ħall-ilmasʔala
iħtafal bi-lʕiid
itfassaħ
itnaaʔiš
γanna

katab
ħaawil yiʕaddi
ʕadd-ilfiluus
ʔara
kal
itmašša
ʔalaʕ

25.2 saaʕit ma tiwsal ħankuun binilbis.

Substitute, using the items in drill 25.1.

25.3 ʔabl^{i} ma yiigi ħatkuunu-lbistu.

Substitute, using the items in drill 25.1.

25.4 kunt^{i} ħaruuħ, wi baʕdeen niseet.

Substitute for /ħaruuħ/:

iʕtazar
gaab-iššanta
saʕidhum
katablu gawaab
ʔarahaalu

nadaa
tafa-nnuur
zarha
saħħaa
raħlaha

ihtamm^{i} bi-lmawduuʕ
ištara tazkara
ʔallaha-lħikaaya
waddaaha-hnaak
kammil-ilwaagib

25.5 ʔamiira kaanit xáragit ʔabl^{i} ʔaħmad ma yiigi.

Substitute for /xáragit/ using the items in drill 25.4.

25.6 T: xarag.

S_1: ʕala ma-wsilt^{i} kaanit xáragit.

S_2: ʕala m-awsal, ħatkuun xáragit.

Continue with the following:

saafir
naam
miši
raaħ-issuuʔ

ħall-ilmasʔala
ʔara
itʕašša
siħi

itwazzaf
gih
itxadd
ibtada-yzaakir

25.7 T: libis.

S_1: saaʕit ma-wsilt^{i}, kunna-bnilbis.

S_2: saaʕit ma ħatiwsal, ħankuun binilbis.

Continue with the items in drill 25.1.

B. More on topical sentences.

ilfiluus guwwa-lʕilba.	The money is in the box.
ilʕilba guwwaaha-fluus.	The box has money in it.
ilfiluus kaanit guwwa-lʕilba.	The money was in the box.
ilʕilba kaan guwwaaha-fluus.	The box had money in it.
ilʕilba ħaykuun guwwaaha-fluus.	The box will have money in it.

ilħimiir ʕand-ilfallaħiin.	The donkeys are with the farmers.
ilħimiir miš ʕand-ilfallaħiin.	The donkeys are not with the farmers.
ilfallaħiin ʕanduhum ħimiir.	The farmers own donkeys.
ilfallaħiin maʕanduhumš^{i}-ħmiir.	The farmers do not own donkeys.
ilfallaħiin kaan ʕanduhum ħimiir.	The farmers owned donkeys.
ilfallaħiin makanš^{i} ʕanduhum ħimiir.	The farmers did not own donkeys.
ilkitaab (miš) ʕandi.	The book is (not) with me.
(ana) ʕandi-ktaab.	I own a book.
(ana) maʕandiiš kitaab.	I do not own a book.

N25.2 To form a topical sentence from an equational sentence whose predicate is a prepositional phrase, the noun or pronoun after the preposition becomes the topic, and the preposition takes the returning pronoun (N24.2). If the topic is a pronoun, it may be omitted.

As in equational sentences (N9.5), in topical sentences formed from them /kaan/ may also be used. Note, however, that /kaan/ (or /yikuun/) in these topical sentences shows no agreement in person and number or gender.

To negate a topical sentence formed from an equational sentence without /kaan/, /ma- -š/ (rather than /miš/) is used with the construction preposition + returning pronoun. Note that the negative of /maʕaaya/ is /mamaʕiiš/.

Note the difference in meaning of /ʕand/ in equational and topical sentences. Only in the latter does it denote ownership (cf. also N9.1).

DRILLS

25.8 T: ilfiluus guwwa-lʕilba.

S: ilʕilba guwwaaha-fluus.

Continue with the following:

ittálaba fi-lgamʕa.
iššanta wara-lbaab.
ilwáraʔa ʕa-lmaktab.
ilfiluus ʕand^{i} ʕali.
illukanda gamb-ilmaħatta.
ilmaktaba ʔusad-ilmadrasa.

ilʔamiis guwwa-ddurg.
ilkitaab maʕa-lbint.
iššanta fooʔ-iddulaab.
ħissit-ilʕárabi baʕd-ilmuħadra.
ittazkara ʕand^{i} saħbi.
iššubbaak fi-lʔooda.

25.9 T: ilfiluus guwwa-lʕilba.

S$_1$: ilfiluus kaanit guwwa-lʕilba.

S$_2$: ilʕilba kaan guwwaaha-fluus.

S$_3$: ilʕilab kaan guwwaahum filuus.

Continue with the sentences in drill 25.8.

25.10 T: ilfiluus guwwa-lʕilba.

S$_1$: ilʕilba kaan guwwaaha-fluus.

S$_2$: ilʕilba makanš^{i} guwwaaha-fluus.

S$_3$: ilʕilab makanš^{i} guwwaahum filuus.

Continue with the sentences in drill 25.8.

25.11 T: ʕandu ʔalam.

S$_1$: ʕandak ʔalam?

S$_2$: laʔ. maʕandiiš ʔalam.

S$_3$: ana mutaʔakkid-inn^{i} maʕanduuš ʔalam.

Continue with the following:

maʕaa tazkara.

ʕandu-fluus kitiir.

luh ʔaraayib hina.

ʕandu ʕarabiyya.

luh ʔaxx^{i}-f ʔamriika.

maʕaa ʔalam rusaas.

ʕandu ʔawlaad.

luh beet ʕa-lbaħr.

25.12 T: ʕandu ʔalam.

S$_1$: kaan ʕandukum ʔalam?

S$_2$: laʔ. makanš^{i} ʕandina ħaaga.

S$_3$: ʔana mutaʔakkid inn^{i} makanš^{i} ʕanduhum ħaaga.

Continue with the sentences in drill 25.11.

25.13 T: ʕandu ʔalam. ana.

S: maʕandiiš ʔalam.

T: hiyya.

S: maʕandahaaš ʔalam.

Continue with other persons, using the sentences in drill 25.11.

C. /illi/-phrases in topical sentences.

ittilmiiz ʔara-lħikaaya.	The student read the story.
ilħikaaya-ttilmiiz ʔaraaha.	The story, the student read it.
ilħikaaya latiifa.	The story is nice.

ilħikaaya-lli-ttilmiiz ʔaraaha latiifa.	The story which the student read is nice.
ilfiluus guwwa-lʕilba.	The money is in the box.
ilʕilba guwwaaha-fluus.	The box has money in it.
ilʕilba daaʕit.	The box was lost.
ilʕilba-lli guwwaaha-fluus daaʕit.	The box which has money in it was lost.
saʕt-issitt^{i} γalya.	The lady's watch is expensive.
issitt^{i} saʕitha γalya.	The lady, her watch is expensive.
issitt^{i} ʔaxuuha saħbi.	The lady, her brother is my friend.
issitt-illi saʕitha γalya ʔaxuuha saħbi.	The lady whose watch is expensive, her brother is my friend.

N25.3 Like the noun subject of an equational or a verbal sentence (Notes 9.2 and 21.3), the topic if a noun may have an /illi/-phrase as an attributive. Along with other constructions, /illi/ + comment may be so used. To the resulting noun phrase a new predicate or verb or comment must then be added, yielding respectively an equational or verbal or topical sentence.

DRILLS

25.14 issitt-illi saʕitha-tsáraʔit hina.
Substitute, using the nouns in drill 24.9.

25.15 ilkitaab-illi ʔaxuuya-štaraa daaʕ.
Substitute, using the nouns in drill 24.10.

25.16 feen-ilmudarrisiin-illi yadubhum wislu.
Substitute, using the items in drill 24.13.

25.17 T: darris-ilmadda.
S_1: tadriis-ilmadda di saʕb.
S_2: ilmadda di tadrisha saʕb.
S_3: hiyya di-lmadda-lli tadrisha saʕb?
Continue with the sentences in drill 24.19.

25.18 T: simiʕna-lħikaaya. ilħikaaya ɣariiba.

S: ilħikaaya-lli-smiʕnaaha ɣariiba.

Continue with the following:

ˀaal-ilkilma di. ilkilma wiħša.
yadubhum xadu-lkutub. ilkutub bituuʕi.
miš ˀadriin yibiiʕu-lʕarabiyya. ilʕarabiyya ˀadiima.
ilħukuuma-btihtamm^{i} bi-lluɣaat. illuɣaat ˀagnabiyya.
istálafu mablaɣ. ilmablaɣ kibiir.
ana xaayif mi-lˀimtiħaan. ilˀimtiħaan saʕb.
šantit-issitt^{i} gild. issitt^{i} masriyya.
ištara-lˀard. ilˀard^{i} xisba.
xuufu bana-lharam. ilharam kibiir.
inniil biysabbib xasaayir. ilxasaayir kibiira.

25.19 T: ilkitaab maʕa-lbint. ilbint^{i} faatit min hina.

S: ilbint-illi faatit min hina maʕaaha-ktaab.

Continue with the following:

ilˀahwa fi-lfingaan. ilfingaan-itkasar.
ilwáraˀa ʕa-lmaktab. ilmaktab fi ˀutti.
iššanta fi-lʕarabiyya. ilʕarabiyya-tbaaʕit.
ilˀagaaza baʕd-ilʕiid. ilʕiid fi ˀaɣustus.
ilganaayin ħawaleen-ilbeet. ilbeet ʕa-nniil.
ittamy^{i} fi-nnahr. innahr^{i} biyfiid.
ilxazzaan wara-ssadd. issadd^{i} ʕa-nniil.
ilmaʕaabid gamb-ilmadiina. ilmadiina ʕa-lbaħr.
ilbadu fi-ssaħra. issaħra gamb-ilħuduud.

SUPPLEMENTARY DRILLS

25.20 Repeat the story of the pigeon, substituting /ɣuraab/ for /ħamaama/; repeat again, substituting /ħamamteen/ for /ħamaama/.

25.21 ˀamma-nti ħiyaliyya.

Substitute for /inti ħiyaliyya/:

a strange thing
an impossible story
an enjoyable trip
a wise man
a beautiful house
a rapid train
a huge library
a magnificent voice
a heavy rain

LESSON 26 iddars-issitta-w ʕišriin

Conversation

THE ARABIC LANGUAGE I

1. innaas-illi-byitkallimu-lluɣa -lʕarabiyya-byitsammu-lʕarab.	The people who speak Arabic are called Arabs.
2. ʔabl-ilqarn-issaabiʕ, kull -ilʕarab taʔriiban kaanu biyʕiišu-f šibh-ilgaziira -lʕarabiyya.	Before the 7th century, almost all of the Arabs lived in the Arabian Peninsula,
3. fiima ʕada ʕadad ʔaliil kaanu sakniin fi ganuub-ilʕiraaq wi -lʔurdun wi-f šarʔ^{i} surya.	except for a small number who were living in southern Iraq and Jordan, and eastern Syria.
4. baʕd-innabi muħammad ma maat, ilmuslimiin-ilʕarab nášaru -lʔislaam fi-ššarʔ-ilʔawsat kullu.	After the Prophet Muħammad died, the Muslim Arabs spread Islam throughout the Middle East.
5. wi maʕa-lʔislaam-intášarit -illuɣa-lʕarabiyya.	With Islam, the Arabic language spread,
6. wi ħallit baʕd^{i} mudda maħall^{i} luɣaat-iššarʔ-ilʔawsat-ittanya.	and eventually replaced the other languages of the Middle East.
7. ʔabl-ilfatħ-ilʕárabi-nnaas fi -lʕiraaq wi surya-w libnaan wi-lʔurdun wi-falistiin kaanu -byitkallimu-lluɣa-lʔaramiyya,	Before the Arab conquest, the people in Iraq, Syria, Lebanon, Jordan, and Palestine used to speak Aramaic,
8. wi-f masr^{i} kaanu-byitkallimu -lluɣa-lʔibtiyya.	and in Egypt they spoke Coptic (Egyptian).
9. illuɣa-lʕarabiyya ħallit maħall -ilʔaramiyya wi-lʔibtiyya,	The Arabic language replaced Aramaic and Coptic
10. wi baʔit luɣit-ilbilaad di kullaha.	and became the language of all these countries.

11.	wi-f šamaal ʔifrigya kamaan, muʕzam-issukkaan-istabdilu -lluɣaat-ilmaħalliyya bi -lluɣa-lʕarabiyya.	Likewise in north Africa, most of the inhabitants exchanged the local languages for Arabic.
12.	innama naas kitiir xusuusan fi -lʔaryaaf, iħtáfazu bi-lluɣaat di-lɣayt-innaharda.	However, many people especially in the rural areas have kept these languages until today.
13.	fa fi-lmaɣrib másalan, ħawaali xamsiin fi-lmiyya min -issukkaan biyitkallimu luɣa barbariyya.	In Morocco, for example, about fifty percent of the inhabitants speak a Berber language.
14.	tabʕan muʕzamhum biyiʕrafu wi -byistaʕmilu-lʕárabi kamaan.	Of course most of them know and use Arabic as well.
15.	ʔamma fi-ssudaan fa-lluɣa -lʕarabiyya ħallit maħall -illuɣaat-ilmaħalliyya fi -ššamaal bass.	As for the Sudan, Arabic has replaced the local languages only in the north;
16.	fi-lganuub-innaas-iħtáfazu-b luɣathum-ilʔasliyya.	in the south the people have kept their original languages.
17.	ħaliyyan-ilʕárabi huwwa-lluɣa -rrasmiyya fi-ssudaan.	At present, Arabic is the official language in the Sudan.
18.	bixlaaf sukkaan-ilbilaad -ilʕarabiyya, fii naas biyitkallimu ʕárabi,	Besides the inhabitants of the Arab countries, there are people who speak Arabic
19.	fi ʔifrigya ganuub-iššaħra -lkibiira, wi-f baʕd^{i} gumhuriyyaat-ilʔittiħaad -issufyeeti.	in Africa south of the Great Desert (Sahara) and in some of the Republics of the Soviet Union.
20.	fi-lwaʔt-ilħaadir-illuɣa -lʕarabiyya luɣit ħawaali miit milyoon min-innaas.	At the present time, Arabic is the (native) language of about 100 million people.

21. wi γeer kida, muslimiin kitiir fi-lʕaalam biyiʕrafuuha wi -byitʕallimuuha.	In addition, many Muslims in the world know and study it.
22. illuγa-lʕarabiyya wi-tturkiyya wi-lfarisiyya ʔahamm^{i} luγaat -iššarʔ-ilʔawsat.	Arabic, Turkish, and Persian are the most important languages of the Middle East.

Grammar

A. The modal /baʔa/ + /li/.

baʔaalu-byilbis saʕteen.	He has been dressing for two hours.
baʔaalu laabis saʕteen.	He has been dressed for two hours.
ilbint^{i} baʔalha-btilbis saaʕa.	The girl has been dressing for an hour.
ilbint^{i}-btilbis baʔalha saaʕa.	The girl has been dressing for an hour.
ilbint^{i}-btilbis laha saaʕa.	The girl has been dressing for an hour.
ilwalad laabis luh saaʕa.	The boy has been dressed for an hour.

N26.1 This modal requires a bound pronoun and is followed by a verb in the imperfect (with or without /bi-/, but not /ħa-/) or by an active participle. The subject of the verb and the pronoun agree in person and number or gender; with a participle, the pronoun agrees in number or gender. The construction of modal + pronoun + verb/participle is followed by a time complement, and may be preceded by a noun phrase.

The modal may also follow a verb or a participle. If it follows, /baʔa/ may be omitted and only /li/ + pronoun (Table 16.1) may be used.

DRILLS

26.1 baʔalha-btitkallim saaʕa.
Substitute, using the verbs in drill 24.6.

26.2 T: libis.
S_1 to S_2: baʔaalak laabis ʔadd^{i} ʔee,
S_2: baʔaali laabis saaʕa.
S_3 of S_2: baʔaalu laabis ʔaktar min saaʕa.

Continue with the following:

kal
rikib
wiʔif
itγadda
γaab
siħi
itwazzaf
itʕayyin
širib
miši

26.3 T: libis.

S_1: baʔalkum labsiin ʔadd^{i} ʔee,

S_2: baʔalna labsiin saaʕa.

S_3: baʔalhum labsiin ʔaktar min saaʕa.

Continue with the verbs in drill 26.2.

26.4 ilbint^{i}-btilbis baʔalha saaʕa. Substitute:

ilbanaat
kal
irraagil
ʔara
ittálaba
itnaaʔiš
innaas
ištaγal
ilʕaamil
ittaalib
zaakir
itmašša
ilbint
baka
naada
ilʔawlaad
γanna
katab
ilʔustaaz
fassar

26.5 ilbint^{i}-btilbis laha saaʕa.

Substitute, using the items in drill 26.4.

26.6 T: baʔaalu-yzaakir saʕteen. intu.

S: baʔalkum tizakru saʕteen.

T: humma.

S: baʔalhum yizakru saʕteen.

Continue with other persons, using the following:

baʔaalu-byitʕallim ʕárabi sana.
baʔaalu waaʔif barra saaʕa.
baʔaalu-byiʔra mi-ssubħ.
baʔaalu biyduʔʔ^{i} ʕa-lbaab saaʕa.
baʔaalu-msaafir šahreen.
baʔaalu-byitʕaššim šahr.
baʔaalu mittifiʔ maʕaahum mudda.

B. Elliptic noun phrases.

ittalat kutub dool bituuʕi.	Those three books are mine.
ittalaata dool bituuʕi.	Those three are mine.
dool bituuʕi.	Those are mine.
ittalamza kulluhum γaybiin.	All of the students are absent.
kulluhum γaybiin.	All of them are absent.
ittilmiiz-innabiih nagaħ.	The intelligent student passed.
innabiih nagaħ.	The intelligent one passed.
issitt-illi šayla-ššanta masriyya.	The lady carrying the purse is Egyptian.
illi šayla-ššanta masriyya.	The one carrying the purse is Egyptian.
haat-ilʔalam-illi ʕa-ttarabeeza.	Give me the pencil on the table.
haat-illi ʕa-ttarabeeza.	Give me the one on the table.

N26.2 In the following types of noun phrases (1) numeral + noun, (2) noun + demonstrative, (3) noun + quantifier, (4) noun + adjective, and (5) noun + /illi/-phrase, the noun may be omitted. Although without a noun (cf. N23.3), the remainder of the phrase may be used in any construction in which a noun phrase may occur. It is hence known as an elliptic noun phrase.

DRILLS

26.7 T: ilkitaab maʕa-lbint. ilbint^{i} faatit min hina.

S$_1$: miš kull^{i} bint^{i} maʕaaha-ktaab.

S$_2$: laakin-illi faatit min hina maʕaaha-ktaab.

Continue with the sentences in drill 25.19.

26.8 iddars-issaatit saʕb^{i} wi-lʕaašir ʔasʕab.

Substitute for /ʕaašir/ using the numerals in drill 17.18.

26.9 ahoo-lkitaab-ilʔawwilaani. ʔummaal feen-ittaani.

Substitute for /kitaab/ using the nouns in drill 17.20.

26.10 ilʕišriin kitaab dool bituʕhum. iddiini-lʕášara dool-illi hina.

Substitute for /ilʕišriin/ or /kitaab/ using the items in drill 12.14.

26.11 T: idda-ssaaʕa-l saħbu. xad.

S$_1$: idda ʔasħaabu kulluhum saaʕa.

S$_2$: kulluhum xadu saaʕa.

Continue with the following:

warra-lgawaab li-lmudarris. šaaf.
sallif-ilfiluus li ˀaraybu. istalaf.
saˀa-lˀahwa li-lʕummaal. širib.
daffaʕ-ilmixalfa li-lfallaaħ. dafaʕ.
šayyil-iššanta li-rraagil. ištaal.
labbis-ilgazma li-lbint. libis.
darris ʕárabi li-lwalad. daras.

C. Derived verbs: /ista-/ prefix.

irragl-istaγrab.	The man was surprised.
irraagil ħayistaγrab.	The man will be surprised.
ilmudiir-istaˀaal.	The director resigned.
ilmudiir ħayistaˀiil.	The director will resign.
ilwalad-istaʕadd.	The boy got ready.
istaʕaddeena-b surʕa.	We got ready quickly.
ʕali-byistaʕidd.	Ali is getting ready.

N26.3 Derived verbs with the /ista-/ prefix may be formed from the /katab/, /rama/, /šaaf/, /ħabb/, and /γanna/-types. These derived verbs have no meanings in common, and the meanings are not predicatable (cf. N23.2).

The vowel patterns of these derived verbs are predictable. The perfect and imperfect forms of all verbs derived from the /katab/, /rama/, and /γanna/-types are respectively the same: istaCCVC, istaCCa, and istaCaCCa. All of these hence belong to Class I, regardless of the class to which the simple verbs belong.

The perfect forms of all verbs derived from the /šaaf/ and /ħabb/-types are istaCaaC and istaCaCC; the imperfect are istaCiiC and istaCiCC. All of these belong to the /i/ class, regardless of the class to which the simple verbs belong. Note that verbs derived from the /šaaf/-type do not have two different vowel patterns in the perfect as do the simple verbs: /šaaf/, /šuft/, but /istaˀaal/, /istaˀalt/.

The participle of these verbs is /mi-/ + the imperfect stem: /mistaγrab/, /mistaˀiil/, /mistaʕidd/.

DRILLS

LIST 26.1 Verbs

istaɣrab	be surprised	istaħamma	bathe, swim
istaʔbil	welcome	istaʕaan (i)	seek assistance
istaʔzin	ask permission	istašaar (i)	seek advice
istafhim	inquire	istaʕadd (i)	get ready
istaʕgil	hurry	istamarr (i)	continue
istaħla	consider nice	istaʔall (i)	become independent
istanna	wait		

26.12 T: istaʕadd^i li-lʔimtiħaan. intu.

S: istaʕaddeetu li-lʔimtiħaan.

T: humma.

S: istaʕaddu li-lʔimtiħaan.

Continue with other persons, using the following:

istafhim ʕan-ilmaʕaad.	istaħamma fi-lbaħr.
istaʔzin wi xarag.	istaħla-lbeet da.
lamma šafha-staɣrab.	istamarr^i-f tariiʔu.
istašaar duktoor kibiir.	istaʕaan bi-lbuliis.
istannaaha saʕteen.	lamma šaafu-staʕgil.

26.13 T: istaʕadd^i li-lʔimtiħaan. intu.

S: ħatistaʕiddu li-lʔimtiħaan.

T: humma.

S: ħayistaʕiddu li-lʔimtiħaan.

Continue with other persons, using the sentences in drill 26.12.

26.14 T: istaʕadd^i li-lʔimtiħaan.

S$_1$: istaʕidd^i li-lʔimtiħaan.

S$_2$: istaʕiddi li-lʔimtiħaan.

S$_3$: istaʕiddu li-lʔimtiħaan.

Continue with the sentences in drill 26.12.

26.15 T: istaʕadd^i li-lʔimtiħaan.

S$_1$ to S$_2$: inta mistaʕidd^i li-lʔimtiħaan?

S$_2$: aywa, ana mistaʕidd^i li-lʔimtiħaan.

S$_3$: laʔ, huwwa miš mistaʕidd^i li-lʔimtiħaan.

Continue with the following:

istaɣrab ʔawi.
istaʕgil.
istamarr^i-f tariiʔu.
istaħlaaha.
istaħamma fi-nniil.
istannaahum saaʕa.

26.16 T: istaʕadd^i li-lʔimtiħaan.
S_1: miin mistaʕidd^i li-lʔimtiħaan.
S_2: iħna mistaʕiddiin li-lʔimtiħaan.
S_3: humma miš mistaʕiddiin li-lʔimtiħaan.
Continue with the sentences in drill 26.15.

26.17 T: istaʕadd^i li-lʔimtiħaan.
S_1: fii naas-istaʕaddu li-lʔimtiħaan.
S_2: fii naas mistaʕiddiin li-lʔimtiħaan.
S_3: mafiiš ħadd^i mistaʕidd^i li-lʔimtiħaan.
Continue with the sentences in drill 26.15.

D. Verbal nouns from /-t-/ and /ista-/ verbs.

irraʔiis-ihtamm^i bi-lmawduuʕ.	The president was interested in the project.
simiʕna ʕan-ihtimaam-irraʔiis bi-lmawduuʕ.	We heard about the president's interest in the project.
ihtamm bi-lmawduuʕ-ihtimaam kibiir.	He was greatly interested in the project.
ilmudiir-istaʔaal.	The director resigned.
simiʕt ʕan-istiʔalt-ilmudiir.	I heard about the director's resignation.
istaʔbilu-rraʔiis.	They welcomed the president.
istaʔbilu-rraʔiis-istiʔbaal gamiil.	They welcomed the president enthusiastically.

N26.4 Verbal nouns (N24.3) from verbs with /-t-/ (N23.2) and /ista-/ (N26.3) are regularly derivable. The details are given in the following table.

	Verb	Noun
/katab/-type	iCtaCaC	iCtiCaaC
/ħabb/	iCtaCC	iCtiCaaC
/šaaf/	iCtaaC	iCtiyaaC
/rama/	iCtaCa	iCtiCa
/katab/	istaCCi/aC	istiCCaaC
/ħabb/	istaCaCC	istiCCaaC
/šaaf/	istaCaaC	istiCaaCa
/rama/	istaCCa	istiCCa

Table 26.1

DRILLS

26.18 T: ihtamm^{i} bi-lluγaat.

S: ilihtimaam bi-lluγaat daruuri.

Continue with the following:

igtamaʕ wayya-lmudiir.
iħtafal bi-lʕiid.
ittafaʔ maʕaahum.
iʕtamad ʕala-llaah.
iʕtazar ʕan-ilγalat.
istaʕgil.
istaʕaan bi-nnaas.
istašaar-idduktoor.
istaʕadd li-ssafar.
istaʔall.
istamarr^{i} fi-lʕamal.
istaxrag-ilbitrool.

26.19 T: ihtamm^{i} bi-lluγaat. kibiir.

S: ihtammit bi-lluγaat-ihtimaam kibiir.

Continue with the following:

istaʔbil ʔaxuu. gamiil.
istaʕmil-ilkitaab. kibiir.
istaʕadd. kaamil.
istaʔall. kaamil.
igtamaʕ wayyaa. tawiil.
iħtafal bi-lʕiid. kibiir.
iʕtamad ʕala-llaah. kaamil.
ixtalaf maʕaa. šidiid.
irtafaʕ. kibiir.
ittafaʔ wayyaa. kaamil.

26.20 T: ihtamm^{i} bi-lluγaat.

S: ilihtimaam bi-lluγaat bi-ššakl^{i} da maʕnitu ʔee,

Continue with the sentences in drill 26.18.

SUPPLEMENTARY DRILLS

26.21 zamaan-innaas kaanu biynaamu badri.

Substitute:

be afraid of the police
wake up early
like to tell stories
visit each other a lot
not travel a lot
find life difficult
beat the children
ride donkeys
prefer to live in villages
be able to walk a lot
be interested in religion
be not aware of time

26.22 ilʕárabi ħall^{i} maħall-illuγa-lʔibtiyya.

Substitute:

English, French
the Arabs, the foreigners
the wolf, the fox
German, French
the city, the village
the Americans, the original inhabitants
the new dam, the old dam
the car, the donkey
Spanish, the local language
Arabic, Aramaic

26.23 innaas-illi-byitkallimu ʕárabi-byitsammu-lʕarab.

Substitute:

steal, thieves
live in America, Americans
live in the desert, bedouins
treat the sick, doctors
live in France, French
work the land, farmers
teach in the university, professors
built the pyramids, Pharaohs
fish, fishermen
drive cars, drivers

26.24 ilmasriyyiin biyʕiišu-f waadi-nniil.

Substitute:

love their country
reclaim much land
are interested in education
work hard
extract oil
depend on irrigation
live in towns and villages
exchanged Coptic for Arabic
celebrate the cresting of the Nile
speak Arabic
built the pyramids
don't like to leave their country
are building the dam
are increasing rapidly
depend on the water of the Nile
have kept their independence

LESSON 27

iddars-issabʕa-w ʕišriin

Conversation

THE ARABIC LANGUAGE II

1. illuγa-lʕarabiyya laha lahgaat kitiir.	The Arabic language has many dialects.
2. fa-llahga-lli byitkallimha-nnaas fi-lqahira-btixtilif ʕan lahgit -irrabaat ʔaw baγdaad ʔaw ħatta lahgit ʔasyuut.	The dialect spoken in Cairo differs from the dialect of Rabat or Baghdad, or even that of Asyut.
3. wi-llahgaat di-btixtilif min gihat-ilʔaswaat wi-lkalimaat wi tarkiib-ilgumal.	These dialects differ in their sounds, vocabulary, and sentence constructions.
4. laakin kull-ilʕarab luhum luγa muštáraka-smaha-lfusħa -lħadiisa.	However, all Arabs have a language in common, called Modern Standard Arabic.
5. wi di hiyya-lluγa-lmustaʕmala fi-lgaraniil wi-lmuħadraat wi -lkutub-ilʔadabiyya wi-lʕilmiyya,	This is the language used in newspapers, lectures, literary and scientific writings (books),
6. wi fi-lmunasbaat-irrasmiyya, wi-f baʕd^{i} baraamig-ilʔizaaʕa.	and on official occasions and on some radio programs.
7. bixlaaf-ilfusħa-lħadiisa fii fusħa ʔadiima.	Besides Modern Standard there is also Classical Arabic.
8. wi di hiyya luγit-ilgurʔaan wi -lʔadab-ilʔadiim.	This is the language of the Quran and classical literature.
9. illuγa-lʕarabiyya γaniyya giddan fi ʔadabha.	Arabic has a very rich literature.
10. wi ʔadabha-byimtadd^{i} mi-lgarn -issaadis li-nnaharda.	This literature extends from the 6th century until today.
11. fi-lʕusuur-ilwusta kaanit-illuγa -lʕarabiyya luγit-ilʕilm^{i} wi -lʔadab wi-rriyaada wi-ttibb^{i} wi-lfalsafa.	In the Middle Ages, Arabic was the language of science, literature, mathematics, medicine, and philosophy.

12. ilʕarab kulluhum min muslimiin wi masiħiyyiin wi yahuud biyiʕtibru -lgurʔaan tuħfa ʔadabiyya.	All of the Arabs, whether Muslims, Christians, or Jews, consider the Quran a masterpiece of literature.
13. laakin bixlaaf kida, ilgurʔaan ʔasaas-ilʔislaam.	However, in addition to this, the Quran is the foundation of Islam,
14. fa-lmuslimiin biyʔamnu-nnu kalaam-allaah-illi nizil ʕala muħammad.	for the Muslims believe that it is the word of God which was revealed to Muhammad.
15. wi-lgurʔaan fii miyya-w ʔarbaʕtaašar suura.	In the Quran there are 114 chapters.
16. issuura-lʔawwilaniyya suura ʔusayyara-smaha-lfaatiħa,	The first is a short chapter called "The Opening".
17. wi hiyya salaat šukr^{i}-w ħamd^{i} li-llaah.	This is a prayer of thanks and praise to God.
18. issuwar-ittanyiin mitrattibiin bi ħasab tulhum.	The other chapters are arranged according to their length.
19. fa-ssuura-ttanya ʔatwalhum, wi -ssuura-lʔaxraniyya ʔaʔsarhum.	The second chapter is the longest, and the last chapter is the shortest.
20. tisʕiin suura mi-lgurʔaan suwar ʔusayyariin nizlu-f makka.	Ninety of the chapters of the Quran are short and were revealed in Mecca.
21. iiʔarbaʕa-w ʕišriin suura -lbaʔyiin nizlu fi-lmadiina.	The remaining 24 chapters were revealed in Madina.
22. fi-lgurʔaan ħikayaat kitiir bitišbih ħikayaat-ilkitaab -ilmuʔaddas, zayy^{i}-ħkayaat -ibrahiim wi muusa-w ʕiisa.	In the Quran, there are many stories similar to stories of the Bible (the Holy Book), like the stories of Abraham, Moses, and Jesus.
23. ilgurʔaan mittargim li xamsiin luɣa taʔriiban.	The Quran has been translated into some fifty languages;
24. ʔawwil targama-tʕamalit bi -llatiini fi-lgarn^{i} litnaašar.	the first translation was made into Latin in the 12th century.

Grammar

A. Verb phrases with /kaan/ + modal.

nifsina-nsaafir.	We long to travel.
kaan nifsina-nsaafir.	We longed to travel.
ħaykuun ʕalayya ʔaktib gawaab.	It will be necessary that I write a letter.
ʕammaliin tizakru.	You study all the time.
kuntu ʕammaliin tizakru.	You studied all the time.
ana miš ʕawzu yiigi.	I do not want him to come.
ana makuntiš ʕawzu yiigi.	I did not want him to come.
ʕumraha ma tirkab-ilʔatr.	She never rides the train.
kaanit ʕumraha ma tirkab-ilʔatr.	She never rode the train.
laazim yizakru.	They must study.
kaanu laazim yizakru.	They had to study.
baʔaalu yilbis saaʕa.	He has been dressing for an hour.
kaan baʔaalu yilbis saaʕa.	He had been dressing for an hour.
ħaykuun baʔaalu yilbis saaʕa.	He will have been dressing for an hour.

N27.1 A verb phrase may include /kaan/ + modal at the beginning (cf. Notes 21.1 and 25.1). /kaan/ may be perfect or imperfect with or without /ħa-/ (but never /bi-/). All previously indicated restrictions on verb sequences and forms of the verb after modals apply here also (see Notes 15.1, 16.1, 17.1, 18.1, 19.1, 21.2, and 26.1). In other words, all types of verb phrases (with or without modals) may have /kaan/ at the beginning.

In the construction /kaan/ + modal + verb, /kaan/ and the following verb(s) have the same subject unless the modal is /nifs/ or /ʕala/ or /ʔazd/. If one of these is used, then only the 3 m. /kaan/ or /yikuun/ occurs. With these modals /kaan/ hence shows no agreement in person and number or gender.

DRILLS

27.1 T: kaan nifsu yudxul-ilgamʕa, laakin maʔdirš. iħna.

S: kaan nifsina nudxul-ilgamʕa, laakin maʔdirnaaš.

T: hiyya.

S: kaan nifsaha tudxul-ilgamʕa, laakin maʔidritš.

Continue with other persons.

Repeat, using the following:

kaan baʔaalu yistanna saʕteen.
fi-lwaʔt^{i} da, ħaykuun zamaanu wiṣil.
lamma ʔabiltu, kaan yadoobu xarag mi-lbeet.
ʔabl^{i} ma yiigi, kaan ʕalee yiktib gawaab.
lamma-wṣilt , kaan ʕammaal yizaakir.
fi-ssaaʕa di, ħaykuun yadoobu daxal yinaam.
baʕd^{i} xamas daʔaayiʔ, ħaykuun baʔaali ʔaštaγal taman saʕaat.
kaan laazim yistannaani hina. mastannaaš lee,

27.2 kaanu ʕawziin yiigu, laakin maʔidruuš.

Substitute for /ʕawziin yiigu/:

naawi yitfassaħ.
ʕalee yibtidi ħaalan.
nifsu yistamirr.
naawi yiħtaal ʕalee.
laazim yihtamm^{i} bi-lmašruuʕ.
ʔazdu yistaʔzin.
laazim yiṣalli.
ʕaawiz yištiri ʕarabiyya.
nifsu yitwazzaf fi-lħukuuma.
nifsu yuxrug yistaad.

27.3 lamma-wṣilt^{i} kaanit ʕammaala-dzaakir.

Substitute for /ʕammaala-dzaakir/:

ʕaawiz yuxrug.
naawi yitkallim bi-ttilifoon.
nifsu yuxrug yitfassaħ.
ʕammaal yištaγal.
ʕalee yiktib gawaab.
baʔaalu yistanna saaʕa.
yadoobu xarag.
ʕammaal yitmašša.
baʔaalu-yfakkar saʕteen.
yadoobu rigiʕ.

27.4 lamma tiwṣal ħakuun ʕammaal ʔazaakir.
Substitute, using the sentences in drill 27.3.

27.5 T: ʕammaal yizaakir.
S_1: imbaariħ fi-ssaaʕa di kunna ʕammaliin nizaakir.
S_2: bukra fi-ssaaʕa di ħankuun ʕammaliin nizaakir.
Continue with the sentences in drill 27.3.

B. The modal /yareet/.

yaritni ruħt-ilbeet.	I wish I had gone home.
yareet ruħt-ilbeet.	I wish I had gone home.
yareetu ʔara-ddars.	I wish he had read the lesson.
yareet ʔara-ddars.	I wish he had read the lesson.
yareet niruuħ nišuufu.	I wish we would go to see him.
yareet yiʔra-ddars.	I wish he would read the lesson.

N27.2 This modal may be followed by the perfect or imperfect without tense prefixes. If it is followed by the perfect, /yareet/ may have a bound pronoun which agrees with the subject of the verb. However, it cannot have a pronoun if the following verb is imperfect.

DRILLS

27.6 T: rigiʕ.

S_1: yareet rigʕit-imbaariħ.

S_2: yaritha rigʕit-imbaariħ.

S_3: yareet tirgaʕ bukra.

Continue with the following:

nagaħ
magaaš
itbasat
istaʕgil
matʔaxxarš
ʔidir yisaafir
iʕtazarlu
ihtamm^{i} bi-lmašruuʕ
istašaaru
itnaʔal

27.7 T: rigiʕ.

S_1: lissa marigʕuuš. yareet yirgaʕu dilwaʔti ʔahoo.

S_2: yarithum rigʕu min šuwayya.

Continue with the following:

istaʕadd
ittafaʔ
siħi
gih
wisil
igtamaʕ
itħabas
raaħ
saafir
ʔabilha

27.8 T: rigiʕ.

S_1: lissa margiʕtuuš? yareet tirgaʕu dilwaʔti ʔahoo.

S_2: yareet rigiʕtu min šuwayya.

Continue with the verbs in drill 27.7.

27.9 T: rigiʕ. humma.

S_1: yareet yirgaʕu ʔawaam.

S_2: yareet rigʕu min šuwayya.

T: inti.

S_1: yareet tirgaʕi ʔawaam.

S_2: yareet rigiʕti min šuwayya.

Continue with other persons.

Repeat with the following:

itxarrag
gih yišufha
iʕtazar
ibtada yištaɣal
itʔabal
naam

C. Comparison of adjectives with no comparative form.

ilwalad da tawiil.	This boy is tall.
ilwalad da ʔatwal min dukha.	This boy is taller than that one.
ʔaħmad ʔatwal tilmiiz fi-lfasl.	Ahmad is the tallest student in the class.
ilwalad da muʔaddab.	This boy is polite.
ilwalad da muʔaddab ʔaktar min dukha.	This boy is more polite than that one.
ilʔawlaad dool muʔaddabiin ʔaktar min dukham.	These boys are more polite than those.
ʔaħmad ʔaktar tilmiiz muʔaddab fi-lfasl.	Ahmad is the most polite student in the class.

N27.3 Adjectives with no comparative form (N13.1) are used in construction with /ʔaktar/, the comparative of /kitiir/. These adjectives can be used in only one superlative construction: /ʔaktar/ + noun + adjective (cf. N14.1).

DRILLS

27.10 T: ilgaww^{i}-mγayyim.

S: ilgaww-innaharda-mγayyim. laakin-imbaariħ kaan miγayyim ʔaktar.

Continue with the following:

ilmatar ʔaliil.
irriħla mumtiʕa.
ilgaww^{i} gamiil.
ilmatar šidiid.
iddars^{i} mufiid.
issoot badiiʕ.

ittilmiiz masγuul.
ilʔatr^{i} sariiʕ.
ilʔutubiis muzdaħim.
innahr^{i} ʕaali.
illoon γaamiʔ.
issaaʕa-mʔaddima.

27.11 ʕali nabiih saħiiħ, laakin mustafa ʔanbah minnu.

Substitute:

latiif
masγuul
kuwayyis
faadi
γaltaan

mitʕallim
ħakiim
tawiil
muʕtadil
ʔusayyar

sariiʕ
kibiir
ʔusayyar
ħaʔʔaani
gaamid

27.12 ʕali ʔanbah tilmiiz fi-lfasl.

Substitute, using the adjectives in drill 27.11.

27.13 ilʔawlaad dool núbaha, innama ʕali ʔanbah waaħid fiihum.

Substitute, using the adjectives in drill 27.11.

27.14 T: ilgaww^{i} gamiil.

S: da ʔagmal gaww^{i} fi-ddunya.

Continue with the following:

ilʔard^{i} xisba.
ittanziim ħadiis.
ilħikaaya γariiba.
iššaariʕ muzdaħim.
ilʔatr^{i} sariiʕ.
ilgaamiʕ ʔadiim.
ilmašruuʕ muhimm.

irraagil masγuul.
ilʔakl^{i} laziiz.
ittilmiiz muʔaddab.
innahr^{i} ʕaali
illoon badiiʕ.
ilmaktaba daxma.
innahr^{i} ʕariid.

D. Verbal nouns from /katab/ and /rama/-type verbs.

daxal-ilmabna.	He entered the building.
duxuul-ilmabna mamnuuʕ.	Entering the building is forbidden.
darab-ilwalad.	He struck the boy.
darab-ilwalad darb^{i}-šdiid.	He struck the boy hard.
giri ʕa-lbeet ʔawaam.	He ran home fast.
giri ʕa-lbeet gary.	He ran home fast.

N27.4 The verbal nouns (N26.4) from /katab/-type verbs show a large variety of forms and are not regularly derivable. Some are CVCVVC, with different vowel patterns: /daxal/, /duxuul/; /ʔaʕad/, /ʔuʕaad/. Others are CVCC, with again different vowel patterns: /darab/, /darb/; /libis/, /libs/; /širib/, /šurb/. (Still other forms of these verbal nouns will be given in the following lesson.)

The verbal nouns of most /rama/-type verbs have the form CaCy: /rama/, /ramy/; /kawa/, /kawy/.

DRILLS

LIST 27.1 Verbal nouns

duxuul
rukuub
nuzuul
xuruug
wuguud
wuʔuuf
ʔuʕaad
nagaaħ
ʔalʕ
ʔakl
dafʕ
ʔafl
manʕ
našr
dars
fatħ
šurb
šukr
libs
ħifz
gary
mašy
kawy
ramy

27.15 mamnuuʕ-idduxuul hina. Substitute:

ʔaʕad
širib
ʔalaʕ
giri
wiʔif
kal
libis
miši
nizil
dafaʕ
kawa
xarag

27.16 T: daxal-ilgamʕa.

S: duxuul-ilgamʕa saʕb.

Continue with the following:

ʔafal-ilbaab.
ħafaz-ilqurʔaan
manaʕ-iššurb.
kal-illaħma.
nizl-ilbalad.
fataħ-ilbaab.

našar-iddiin.
rikb-ilʔutubiis.
rabba-lʔawlaad.
kawa-lħariir.
šakar-innaas.
wagad-innaas dool hina.

27.17 T: darab-ilħumaar. gaamid.

S: dárabu darb^{i} gaamid.

Continue with the following:

daras-ilwaagib. gaamid.
libis. daafi.
giri. sariiʕ.
istaʕadd. kaamil.
manaʕ-iššurb. kaamil.

miši. tawiil.
nagaħ. kibiir.
ʕaml-innaas. kuwayyis.
kal. kitiir.
ʕard-ilmašruuʕ. šidiid.

SUPPLEMENTARY DRILLS

27.18 ʔamiira-btadit tištaγal-issaaʕa tamanya-ssubħ.
dilwaʔti-ssaaʕa talaata baʕd^{i}-dduhr.

T: At five o'clock.

S_1 to S_2: issaaʕa xamsa ħatkuun baʔalha tištaγal kaam,

S_2: ħatkuun baʔalha tištaγal tisaʕ saʕaat.

Continue with the following:

at one o'clock
in half an hour
an hour ago
in three hours

at eleven o'clock
two hours ago
at six o'clock
three hours ago

27.19 lamma šuftuhum kaanu ʕammaliin yizakru.

Substitute:

had just arrived
were reading
had written the letter
were about to have supper
were planning to travel to Egypt
greeted me
were bathing
had just bathed
had been bathing for an hour
were about to bathe
had already started
were waiting for her
had been waiting an hour
had homework to complete
were getting ready to travel
welcomed me warmly

27.20 ʕala m-awsal, ħaykuun xarag.

Substitute:

he will have just arrived
he will be reading
she will have written the letter
she will be about to have supper
he will have just gone to sleep
they will be bathing
they will have bathed
he will have bathed for an hour
she will have started
she will be waiting
he will have waited two hours
he will have waked up
they will have graduated
she will have just arrived

Conversation	ISLAM I
1. muʕzam sukkaan-iššar?-il?awsat muslimiin.	A majority of the inhabitants of the Middle East are Muslims.
2. iddiin-il?islaami-ntašar bi surʕa baʕd-ilfutuuħ-ilʕarabiyya fi -lqarn-issaabiʕ.	The Islamic religion spread rapidly following the Arab conquests in the 7th century.
3. wi-lmuslimiin ħaliyyan ?aktar min rubʕu miit milyoon.	The Muslims today are more than 400 millions.
4. wi-byiskinu-blaad kitiir bitimtadd[i] min-issiin li-lmaɣrib.	They live in many countries, stretching from China to Morocco.
5. muʕzam-issukkaan fi-lʕaalam -ilʕárabi muslimiin,	A majority of the inhabitants of the Arab world are Muslims;
6. laakin fii ʕarab kitiir masiħiyyiin wi yahuud.	however, there are many Arabs who are Christians or Jews.
7. il?islaam mabni ʕa-lqur?aan.	Islam is based on the Quran.
8. ilqur?aan ʕand-ilmuslimiin zayy -ilkitaab-ilmu?addas ʕand -ilmasiħiyyiin.	To the Muslims the Quran is like the Bible to the Christians.
9. fa-lmuslimiin biy?amnu-nn -ilqur?aan kalaam-allaah, wi-byiħtirmuu,	The Muslims believe that the Quran is the word of God, and they revere it,
10. wi-byittibʕu ?aħkaamu wi biyħibbu yi?ruu-w yismaʕuu.	follow its regulations, and love to read and hear it.
11. ilqur?aan biyʕallim-innaas ʕamal -ilxeer wi-lmuʕamla-lkuwayyisa binhum wi been baʕd.	The Quran teaches people to do good and to treat each other kindly.
12. li-l?islaam xamas ?arkaan muhimmiin.	Islam has five basic tenets (pillars).
13. irrukn-il?awwil huwwa-l?imaan.	The first is the faith.

14. fa-lmuslimiin biyˀamnu bi-llaah wi kútubu-w rúsulu,	Muslims believe in God, his books, his messengers,
15. wi-lyoom-ilˀaaxir wi-lħayaa baʕd -ilmoot fi-lganna ˀaw fi-nnaar.	the last day and life after death in paradise or in hell (fire).
16. ʕala kull^{i} muslim yiˀuul -iššahatteen.	It is required of every Muslim to recite the creed (two testimonies):
17. ˀašhadu ˀanna laa ˀilaaha ˀilla -llaah wa ˀanna muħammadan rasuulu-llaah.	I testify that there is no god except God, and that Muhammad is the messenger of God.
18. irrukn-ittaani-ssala.	The second is prayer.
19. ʕala-lmuslimiin yisallu-f ˀawˀaat muħaddada.	It is required of Muslims to pray at fixed times.
20. fa-lmiˀaddin biynaadi-nnaas li -ssala xamas marraat fi-lyoom.	The muezzin calls people to prayer five times a day,
21. fi-lfagr^{i} wi-dduhr^{i} wi-lʕasr^{i} wi -lmaɣrib wi-lʕiša.	at dawn, noon, mid afternoon, sunset, and late evening.
22. yoom-ilgumʕa-dduhr-ilmuslimiin biyruuħu-ysallu fi-lgaamiʕ.	Friday at noon Muslims go to pray in a mosque.
23. wi biysammu-ssala-lʕumumiyya di salaat-ilgumʕa.	This public prayer is called "Friday prayers".

Grammar

A. The subordinators /iza/, /law/, and /in/.

iza kunt^{i}-truuħ bukra, ħaddiik-ilfiluus.	If you go tomorrow, I will give you the money.
iza ruħt^{i} bukra, ħaddiik -ilfiluus.	If you went tomorrow, I would give you the money.
iza kunt^{i} ruħt-imbaariħ, kunt-iddeetak-ilfiluus.	If you had gone yesterday, I would have given you the money.
iza kunt^{i} ruħt-imbaariħ, kunt^{i} ħaddiik-ilfiluus.	If you had gone yesterday, I was going to give you the money.

iza kaan ʕandi ʕarabiyya, kunt^{i} safirt^{i} masr.	If I had owned a car, I would have traveled to Cairo.
iza kaanit-ilmudarrisa hina, kunt^{i} kallimtaha.	If the teacher had been here, I would have spoken to her.

N28.1 The most commonly used constructions expressing conditions are: (1) /iza/ + /kaan/ (perfect) + verb (imperfect without tense prefixes), followed by a verb in the imperfect with /ħa-/; (2) /iza/ + verb (perfect), followed by a verb in the imperfect with /ħa-/; or (3) /iza/ + /kaan/ (perfect) + verb (perfect), followed by /kaan/ (perfect) + verb (perfect or imperfect with /ħa-/). The construction /iza/ + /kaan/ is also used with topical or equational sentences.

In any of these constructions, /law/ or /in/ may substitute for /iza/. The latter, however, is more commonly used than either of the other conditional subordinators.

DRILLS

28.1 T: iza geet bukra. ħagiibu maʕaaya. humma.

S: iza gum bukra, ħaygibuu maʕaahum.

T: iħna.

S: iza geena bukra. ħangiibu maʕaana.

Continue with other persons.

Repeat with the following:

law kunt^{i} ruħt-imbaariħ, kunt^{i} xattu maʕaaya.
law kaan ʕandi ʕarabiyya, kunt^{i} safirt^{i} ʔasyuut.
iza kunt^{i} ʔaruuħ bukra, ħaxdu maʕaaya.
iza kunt^{i} ʔaʔuum badri, ħawsal fi-lmaʕaad.
law kunt^{i} hina, kunt^{i} kallimtaha.

28.2 T: geeti. iddeetik-ilfiluus.

S$_{1}$: iza geeti bukra, ħaddiiki-lfiluus.

S$_{2}$: iza kunti geeti-mbaariħ, kunt-iddeetik-ilfiluus.

Continue with the following:

gih. ruħna-nsallim ʕalee.
šuftu. sallimt^{i} ʕalee.
ʔumna badri. wisilna badri.
fidlit hina. šuftaha.
istálamu-lgawaab. safru.
ʔáʕadu hina. itxanʔu maʕa baʕd.
istaʕant^{i} bii. saʕdak.
ihtamm^{i} bi-lmawduuʕ. ilmašruuʕ tamm.
ibtada. kammil.
istanneeti. ʔabiltii.

In drills 28.3-5, continue with the sentences in drill 28.2.

28.3 T: geeti. iddeetik-ilfiluus.
S_1: iza geeti bukra, ħaddiiki-lfiluus.
S_2: iza kunti tiigi bukra, ħaddiiki-lfiluus.

28.4 T: geeti. iddeetik-ilfiluus.
S_1: law kunti geeti-mbaariħ, kunt-iddeetik-ilfiluus.
S_2: law kunti geeti-mbaariħ, kunt^{i} ħaddiiki-lfiluus.

28.5 T: geeti. iddeetik-ilfiluus.
S_1: law kunti geeti, kunt-iddeetik-ilfiluus.
S_2: law kunti tiigi, ħaddiiki-lfiluus.

B. Modals with equational and /fii/-sentences.

kitaabak γaali.	Your book is expensive.
laazim kitaabak γaali.	Your book must be expensive.
kitaabak laazim γaali.	Your book must be expensive.
ilʔalam fi-ddurg.	The pencil is in the drawer.
yimkin-ilʔalam fi-ddurg.	The pencil may be in the drawer.
ilʔalam yimkin fi-ddurg.	The pencil may be in the drawer.
fii ʔagaaza bukra.	There is a holiday tomorrow.
laazim fii ʔagaaza bukra.	There must be a holiday tomorrow.
yimkin fii ʔagaaza bukra.	There may be a holiday tomorrow.
huwwa mudarris.	He is a teacher.
huwwa mudarris baʔaalu mudda.	He has been a teacher for a long time.
huwwa mudarris luh mudda.	He has been a teacher for a long time.
zeenab fi-lbeet baʔalha saaʕa.	Zainab has been in the house for an hour.
ilmudarris hina.	The teacher is here.
yareet-ilmudarris hina.	I wish the teacher were here.
yareet fii ʔagaaza bukra.	I wish there were a holiday tomorrow.

N28.2 The modals /laazim/ and /yimkin/ (N21.2), /baʔa/ + /li/ (N26.1), and /yareet/ (N27.2) may also be used with equational and /fii/-sentences.

In equational sentences, /laazim/ and /yimkin/ may precede or follow the subject; /yareet/ only precedes the subject, and /baʔa/ + /li/ follows the predicate. Note that /baʔa/ may be omitted and only /li/ + pronoun be used.

In /fii/-sentences, /laazim/, /yimkin/, and /yareet/ as sentence modifiers occur only at the beginning; /baʔa/ + /li/ is not commonly used as a modifier of a /fii/-sentence.

DRILLS

28.6 huwwa γaayib luh mudda. Substitute:

intu saaħi ana huwwa inti
hiyya iħna saʕteen maħbuus waakil
naayim mistanni mudda humma ʕaarif
saaʕa waaʔif ʕayyaan mawguuʕ inta

28.7 T: ilmudarris hina.

S_1: yareet-ilmudarris hina.

S_2: yareet-ilmudarris yikuun hina bukra.

S_3: yareet-ilmudarris kaan hina-mbaariħ.

Continue with the following:

irriħla mumtiʕa.
ilʔatr^{i} miš muzdaħim.
innatiiga-kwayyisa.
issaaʕa dahab.
illoon γaamiʔ.
innaas mabsuutiin.
ilʔakl^{i} laziiz.
ilmuwaslaat ʔaħsan.
ilʔutubiis sariiʕ.
ilmašruuʕ luh fawaayid.

28.8 T: ilmudarris hina.

S_1: yareet fii mudarris hina.

S_2: yareet yikuun fii mudarris hina bukra.

S_3: yareet kaan fii mudarris hina-mbaariħ.

Continue with the sentences in drill 28.7.

28.9 T: ilmudarris hina.

S_1: laazim yikuun fii mudarris hina.

S_2: inta-stafhimt? laazim fii mudarris hina.

S_3: laazim kaan fii mudarris hina.

Continue with the sentences in drill 28.7.

28.10 T: ilfustaan da gamiil. ɣaali giddan.

S: ilfustaan da gamiil. laazim ɣaali giddan.

Continue with the following:

baʔaalu-yzaakir saʕteen. ʕandu ʔimtiħaan.
biyilʕabu baʔalhum saʕteen. taʕbaan.
iddinya ħarr^{i} ʔawi. daragit-ilħaraara ʕalya.
baʔalha-btibki saaʕa. guʕaan.
biyidfaʕ filuus kitiir. markazu ʕaali.
biysafru barra kull^{i} sana. ʕanduhum filuus kitiir.
ilbeet faadi. ʔamiira fi-lgamʕa.
zeenab magatš-ilmadrasa. ʔabuuha ʕayyaan.
ʔee-lʔiħtifalaat di. fii ʕiid.
ilgaamiʕ da mi-lqarn-issaabiʕ. da ʔaʔdam gaamiʕ fi-lʕaalam.

C. Question tags.

ʔaxuuk biyiʕraf ʕárabi. miš kida?	Your brother knows Arabic, doesn't he?
ʔaxuuk mabyiʕrafš^{i} ʕárabi. miš kida?	Your brother doesn't know Arabic, does he?
ʕali gih hina, walla laʔ.	Has Ali come here, or not?
gih, walla lissa.	Has he come, or not yet?
huwwa miš min masr. walla ʔee,	He is not from Egypt, is he?

N28.3 In Arabic, as in English, question tags are frequently used to form questions. The tag commonly assumes and seeks affirmation of the preceding statement. Note that the same tag may follow affirmative or negative statements and the different intonation patterns with different tags.

DRILLS

28.11 T: huwwa min masr?

S_1: huwwa min masr. miš kida?

S_2: huwwa miš min masr. walla ʔee,

Continue with the following:

biyiʕraf ʕárabi.
ilgaamiʕ da ʔadiim.
da ʔakbar xazzaan.
fii ʔagaaza-nnaharda.
ilmašruuʕ da muhimm.
luh fawaayid kitiir.
issukkaan ʔaktar min milyoon.
fii matar fi-ssaʕiid.

28.12 T: gih.

S_1: gih, walla lissa.

S_2: laʔ. lissa magaaš.

Continue with the following:

iʕtazarlu.
istaʔallu.
itʕaššeeti.
ħabasuu.
ibnak-itxarrag.
ittafaʔtu.
ibtadit.
itħassintu.
ilmašruuʕ tamm.

28.13 T: gih.

S_1: magaaš. walla ʔee,

S_2: aywa, magaaš.

S_3: laʔ, gih.

Continue with the sentences in drill 28.12.

28.14 T: huwwa min masr?

S_1: huwwa min masr, walla laʔ.

S_2: aywa, huwwa min masr.

S_3: laʔ, huwwa miš min masr.

Continue with the sentences in drill 28.11.

D. Verbal nouns from /katab/, /šaaf/, and /rama/-type verbs.

katab-ilħuruuf.	He wrote the letters (of the alphabet).
kitabt-ilħuruuf sahla.	Writing the letters is easy.
šaal šanta.	He carried a suitcase.
šeel-iššanta saʕb.	Carrying the suitcase is difficult.

N28.4 Verbal nouns from other /katab/-type verbs (N27.4) have the form CVCVC, mostly CaCaC: /tiʕib/, /taʕab/; /talab/ is verb and noun. Note that the verbs and verbal nouns of /katab/-type verbs with perfect stems CaCaC are identical in form. A few verbs of this type have verbal nouns CiCaaCa: /katab/, /kitaaba/.

The verbal nouns of a few /šaaf/ and /rama/-type verbs also have the form CiCaaCa: /zaar/, /ziyaara/; /saaʔ/, /siwaaʔa/; /ʔara/, /ʔiraaya/.

Most /šaaf/-type verbs have verbal nouns with the same structure as the verb, but different vowel patterns: /ʔaal/, /ʔool/; /šaal/, /šeel/; /naam/, /noom/.

Although there are other forms of verbal nouns from /katab/, /šaaf/, and /rama/-type verbs, they are not commonly used.

DRILLS

LIST 28.1 Verbal nouns

sahar
ʕamal
wagaʕ
kitaaba

ziyaara
siwaaʔa
ziyaada
noom
ʔool
xoof

beeʕ
ʕiiša
rawaaħ
γiyaab
ʔiyaas

ʔiraaya

28.15 mamnuuʕ-ilkitaaba hina. Substitute:

sihir
zaar
katab
naam

kal
ʕamal
saaʔ
ʔara

ʔaʕad
ʕadda
zaakir
istaʕgil

igtamaʕ
baaʕ
wiʔif
miši

28.16 T: katab-ilħuruuf.

S: kitabt-ilħuruuf saʕba.

Continue with the following:

sihr-illeel.
ʕamal-ilxeer.
zaar-ilʕayyaniin.
ʔara-lqurʔaan.

naam hina.
ʕaaš hina.
wagaʕ-irraas.
saaʔ-ittayyaraat.

ʔaal-ilħaʔʔ.
baaʕ-ilʕarabiyyaat.
raaħ-ilmadrasa.
zaad-iddaxl-ilqawmi.

28.17 T: tiʕib. kibiir.

S: tiʕib taʕab kibiir.

Continue with the following:

sihir. tawiil.
talab. mustaħiil.
katab. gamiil.

zarhum. tawiil.
zaad. kibiir.
naam. tawiil.

xaaf. kibiir.
γaab. tawiil.
wagaʕuu. šidiid.

28.18 mumkin-innoom hina-llilaadi? Substitute:

ʔara-lxatt^{i} da dilwaʔti.
zaar-ilmaʕrad ħaliyyan.
baaʕ-ilʕarabiyya ħaalan.
ʔaal-ilħaʔʔ^{i} ʕadatan.
zaad-iddaxl^{i}-b surʕa.

katab-ilxatt^{i} da ʔawaam.
daxal-ilgamʕa bi-shuula.
ħafaz-ilgurʔaan fi yoom.
kal-illaħma yoom-ilgumʕa.
ʔaas-irtifaaʕ-inniil kull^{i} yoom.

SUPPLEMENTARY DRILLS

28.19 tiftikir ʔallu ʔee,

Substitute for /ʔallu ʔee/:

When did she come?
How long have I been waiting?
Why was he surprised?
Why did he excuse himself and leave?
How many chapters are there in the Quran?
Into how many languages has the Quran been translated?
When was the first translation made?
Are all the Arabs Muslims?
How many Muslims are there in the world?
Is it not better that we should go?
Why did she become angry?

28.20 innoom hina mustaħiil. Substitute:

living
working
employment
studying
hurrying

staying
apologizing
meeting
paying
writing

driving
reading
drinking
sitting
standing

running
walking
entering
eating
sleeping

Conversation	ISLAM II
1. irrukn-ittaalit-izzika.	The third pillar is tithing.
2. ʕala kull^{i} muslim yiddi min ʔamwaalu li-lfúʔara wi -lmiħtagiin.	It is required of every Muslim to give of his possessions to the poor and the needy.
3. izzika-btitwazzaʕ fi ʔaaxir ramadaan.	The tithe is distributed at the end of Ramadan.
4. irrukn-irraabiʕ-issoom.	The fourth is fasting.
5. ʕala kull^{i} muslim yisuum šahr^{i} fi-ssana-smu ramadaan.	It is required of every Muslim to fast during the month of Ramadan.
6. innaas-issaymiin mabyakluuš wala yišrabuuš mi-lfagr^{i} li-lmaγrib.	Those who fast neither eat nor drink from dawn to sunset.
7. biyiftaru baʕd-ilmaγrib, wi -byisħu ʔabl-ilfagr^{i} ʕašaan yaklu-ssuħuur.	They break the fast after sunset and get up before dawn to eat the last meal before the fast.
8. fii raagil biyfuut ʕa-nnaas yisaħħiihum li-ssuħuur.	A man calls on the people to wake them up for this meal.
9. irrukn-ilxaamis-ilħigg.	The fifth is the pilgrimage.
10. ilmuslim-illi yiʔdar ʕalee-yruuħ -ilħigaaz yiħigg^{i}-f šahr-ismu zi-lħigga.	It is required of the Muslim who can to go to the Hijaz on a pilgrimage during the month called Higga.
11. fi ʔayyaam-ilħigg-ilmuslimiin min bilaad kitiir biyigtimʕu-w biyibħasu-f masaliħhum -ilmuštáraka.	During the days of the pilgrimage, Muslims from many countries gather to discuss their common interests
12. wi biyzuuru-lʔamaakin-ilmuʔaddasa.	and to visit the holy places.
13. li-lmuslimiin talat ʔaʕyaad diniyyiin.	The Muslims have three religious holidays.

14. ilʕiid-ilʔawwil baʕd^{i} ramadaan ʕala tuul. wi biysammuu-lʕiid -issuɣayyar.	The first is right after Ramadan and is called "The Little Holiday".
15. ilʕiid-ittaani-f ʔaaxir zi-lħigga. wi biysammuu-lʕiid-ilkibiir.	The second is at the end of the month Higga and is called "The Big Holiday".
16. wi-lʕiid-ittaalit muulid-innabi muħammad.	The third is the birthday of the Prophet Muhammad.
17. ilmuslimiin biyitbaʕu-ssana -lhigriyya-f ʔaʕyadhum.	Muslims follow the Muslim (A.H., Higra) calendar for their holidays.
18. issana-lhigriyya-tnaašar šahr^{i} zayy-issana-lmiladiyya.	The Muslim year, like the Christian (A.D., Nativity), has twelve months,
19. laakin ʔaʔsar minha bi-ħdaašar yoom.	but is eleven days shorter.
20. issana-lhigriyya-btadit fi sanit suttu miyya-tneen wi ʕišriin,	The Muslim calendar begins in 622 A.D.,
21. lamma haagir muħammad min makka li-lmadiina.	when Muhammad migrated from Mecca to Madina.
22. iħna dilwaʔti-f sanit ʔalf, tusʕu miyya xamsa-w sittiin milaadi. wi ʔalf, tultu miyya ʔarbaʕa-w tamaniin higri.	It is now 1965 A.D., and 1384 A.H.

Grammar

A. More subordinators.

kul madaamak guʕaan.	Eat, since you are hungry.
miš ħaruuħ madaam-iddinya bitmattar.	I am not going to go because it is raining.
gum maʕ-innuhum ʕayyaniin.	They came although they were sick.
magaaš maʕ-inni ʔultilu -lħikaaya.	He did not come although I told him the story.
magaaš li ʔinn^{i} fii ʔagaaza -nnaharda.	He did not come because there is a holiday today.

N29.1 The subordinators /madaam/ /maʕ-inn/, as well as /li ʔinn/ 'because' and /ka ʔinn/ 'as if' are also used to link two sentences. The second may be equational, verbal, or a /fii/-sentence (cf. N24.1).

These subordinators must be followed by a noun or a bound (but not a free) pronoun if the second sentence is equational or verbal.

DRILLS

29.1 T: kul. inta guʕaan.

S_1: kul, iza kunt^i guʕaan.

S_2: kul madaamak guʕaan.

Continue with the following:

u\ʔʕudi. inti taʕbaana.
udxulu. intu bardaniin.
laazim tistaʕgil. hiyya mitʔaxxara.
laazim yiʕtizru. humma γaltaniin.
ħanitfassaħ. iħna fadyiin.
ħanimši. humma mašγuliin.
iħna mabsutiin. intu maʕaana.
išrab. inta ʕatšaan.
matxafš. ana hina.
ħayintixbuu. huwwa ʔaħsan waaħid fiihum.

29.2 T: zaakir kuwayyis. nagaħ.

S_1: nagaħ madaamu zaakir kuwayyis.

S_2: nagaħ li ʔinnu zaakir kuwayyis.

Continue with the sentences in drill 24.1.

29.3 T: magaaš. ʔultilu yiigi.

S_1: magaaš maʕ-inni ʔultilu yiigi.

S_2: maʕ-inni ʔultilu yiigi, magaaš.

Continue with the following:

istaħamma fi-lbaħr. iddinya bard.
istanninaahum. itʔaxxaru.
iħtaalu ʕa-rraagil. irraagil nabiih.
iʕtazartilu. huwwa γaltaan.

itbasatna. irriħla tawiila.
itxaddit. kaan fii naas kitiir hinaak.
ʕamaluu mudiir. ʕali ʔaħsan minnu.
itxarragti ʔablaha. dáxalit-ilgamʕa ʔablik.
sáraʔu kull^{i} ħaaga. ilbuliis kaan waaʔif.
ištáɣalit waxri. kaanit taʕbaana.

29.4 T: ʕamalna. mašufnaaš ħadd.
S: ʕamalna ka ʔinnina mašufnaaš ħadd.

Continue with the following:

ħaysallim ʕaleeha. biyiʕrafha min zamaan.
mišyit ʕala mahlaha. miš mitʔaxxara.
rigiʕ. ʕumru ma saab.
ʕamiltu. huwwa-bnukum.
itʔábalu. maʕamaluuš ħaaga.
ʕamalti. mafiiš ħaaga xaalis.
diri-b kull^{i} ħaaga. kaan hinaak.
istaɣrabu. ʕumruhum ma simʕu-lħikaaya ʔabl^{i} kida.

B. Derived adjectives.

irraagil da min masr.	This man is from Egypt.
huwwa masri.	He is an Egyptian.
ʕammu biyzuuru kull^{i} šahr.	His uncle visits him every month.
ziyaarit ʕammu šahriyya.	His uncle's visit is monthly.
da markaz li-ttigaara.	This is a center for commerce.
da markaz tigaari.	This is a commercial center.
ʕali min tanta.	Ali is from Tanta.
huwwa tantaawi.	He is a Tantan (from Tanta).
iššaʔʔa-lli fooʔ kibiira.	The apartment above is big.
iššaʔʔa-lfuʔaniyya-kbiira.	The above apartment is big.

N29.2 Adjectives may be derived from nouns and from Group II prepositions (List 9.1). Nouns ending in a consonant add /-i/; f. nouns ending in /a/, drop the /a/ and add /-i/. Nouns ending in a vowel (especially place names) lengthen it and add /-wi/. Note that the final vowel of /sana/ and /šita/ is not lengthened: /sánawi/ 'annual' and /šitwi/ 'wintry'.

Some adjectives or origin (derived from place names) have /-ni/ rather than /-wi/: /ˀamriika/, /ˀamrikaani/, and may exhibit other irregularities: /iskindiriyya/ 'Alexandria', /iskandaraani/ 'Alexandrian'.

Group II prepositions lengthen the final vowel and add /-ni/; prepositions ending in a consonant add /-aani/. Note that /wara/ lengthens the /r/: /warraani/.

The f. and p. forms of most of these adjectives are regular. The f. adds /-yya/ and the p. /-yyiin/.

Adjective of origin warrant special attention. (1) The p. forms of many are irregular: /ˀamrikaan/, /ʕarab/. (2) They are inflected for gender only with nouns of personal reference; with other nouns they show no gender agreement: /raagil masri/ and /sitt^{i} masriyya/, but /beet masri/ 'an Egyptian house' and /siggaada masri/ 'an Egyptian rug'.

DRILLS

29.5 T: irraagil da min masr.

S: irraagil da masri.

T: min-iskindiriyya.

S: irraagil da-skandaraani.

Continue with the following:

min ˀamriika
min tanta
min ˀasyuut
min-issaʕiid
min luˀsur
min-ilminya
min tuunis
min-iššarˀ
min faransa
min libnaan
min ˀasbanya
min-iššaam
min ˀina
min bayruut
min-ilˀurdun
min-ilɣarb

29.6 T: issitt^{i} di min masr.

S: issitt^{i} di masriyya.

Continue with the phrases in drill 29.5.

29.7 T: iddurg-illi fooˀ faadi.

S_1: iddurg-ilfuˀaani faadi.

S_2: iddiraag-ilfuˀaniyyiin fadyiin.

Continue with the following:

ilbaab-illi wara maftuuħ.
ilʔamiis-illi taħt^{i} ʔutn.
ilʔooda-lli guwwa wasʕa.
ilbaab-illi ʔuddaam maʔfuul.
ilʔooda-lli barra dayyaʔa.
iššaʔʔa-lli fọoʔ kibiira.

29.8 T: da markaz. li-ssiyaasa.
S$_1$: da markas siyaasi.
S$_2$: luh ʔahammiyya siyasiyya.

Continue with the following:

li-ttigaara
li-rriʔaasa
li-ddiin
li-lʔasaar
li-lʔislaam
li-lfalsafa
li-lʕilm
li-rriyaada
li-lfann
li-lwízaara
li-lbaħr
li-lgaww
li-lħukuuma
li-lʕaalam
li-ssaqaafa
li-ttariix
li-zziraaʕa
li-ssaħaafa
li-lgamʕa
li-lʕaskar
li-lʔadab
li-lʕamal
li-ttadriib
li-ttaʕliim
li-nnahr
li-lkahraba
li-lmadrasa
li-ddiraasa

29.9 T: ʕammu biyzuuru kull^{i} šahr. ziyaara.
S: izziyaara šahriyya.

Continue with the following:

ištareet ʔamiis li-sseef. ilʔamiis.
da bantaloon li-ššita. ilbantaloon.
ʕandu ʔagaaza kull^{i} sana. ilʔagaaza.
biyaaxud ʔugra kull^{i} yoom. ilʔugra.
daxal qism-ilʕuluum. ilqism.
illaħn^{i}-byiʕgib-ilʕarab. illaħn.
ilgaww^{i} yislaħ li-ddiraasa. ilgaww.
ilʔustaaz biyħibb-ilħaʔʔ. ilʔustaaz.
ɣanna-b sọot-ilmalayka. issoot.

C. Collectives.

iddiini waraʔ ʔabyad.	Give me some white paper.
iddiini wáraʔa beeda.	Give me a piece of white paper.
iddiini-lwaraʔteen-ilbiid.	Give me the two pieces of white paper.
iddiini talat waraʔaat biid.	Give me three pieces of white paper.

iddiini-šwayyit waraʔ.	Give me a little paper.
iddiini waraʔ kitiir.	Give me a lot of paper.
ištareet sukkar.	I bought some sugar.
iddiini ħittit sukkar.	Give me a lump of sugar.
iddiini ħittit-issukkar di.	Give me this lump of sugar.

N29.3 In addition to s., d., and p., some nouns have a collective form. The collective is inflected for definiteness only and, like p. forms, may be used with the quantifiers /šuwayya/ and /kitiir/. In other constructions the collectives pattern like s. nouns. A few collectives end in /-a/ and are f.; most are m.

S. forms (conventionally called nouns of unity) may be derived from collectives with the suffix /-a/; s. forms so derived are all f. and are fully inflected. From a few collectives, like /sukkar/, s. forms are not derived. These collectives are used in construction with nouns such as /ħitta/, /ħitat/ 'piece(s)' or /luʔma/, /luʔam/ 'mouthful(s) or bite(s)'.

Note that most s. nouns are not derived from collectives. Thus /kitaab/, /walad/, /bint/, and /šanta/ are s. and have no corresponding collectives.

DRILLS

LIST 29.1 Collectives

waraʔ	wáraʔa	waraʔaat	paper
beed	beeda	bidaat	egg
samak	sámaka	samakaat	fish
burtuʔaan	burtuʔaana	burtuʔanaat	orange
mooz	mooza	muzaat	banana
ʔuuta	ʔutaaya	ʔutaat, ʔutayaat	tomato
šagar	šágara	šagaraat	tree
tiffaaħ	tiffaaħa	tiffaħaat	apple
sukkar	ħittit sukkar	ħitat sukkar	sugar
laħm	ħittit laħma	ħitat laħma	meat
ʕeeš	luʔmit ʕeeš	luʔam ʕeeš	bread
ʕinab	ħabbit ʕinab	ħabbayaat ʕinab	grape

29.10 T: ištareet wara?.
S_1: ištareet kam wára?a,
S_2: ištareet talat wara?aat.
S_3: ištareet wara? kitiir.

Continue with the following:

beed
mooz
burtu?aan
samak
tiffaaħ

sukkar
?uuta
ʕeeš
šagar
laħm

29.11 T: da wara?.
S_1: da wara? kibiir.
S_2: di wára?a-kbiira.
S_3: dool talat wara?aat kubaar.
Continue with the nouns in drill 29.10.

29.12 T: ilwara? xisir. ilmooz.
S_1: ilmooz xisir.
S_2: ilmuzteen dool xisru.
Continue with the nouns in drill 29.10.

SUPPLEMENTARY DRILLS

29.13 il?islaam mabni ʕa-lqur?aan. Substitute:

Islam, the Law
the economy, agriculture
religion, good works
life, religion
grades, final exams

the economy, commerce
religion, faith
life, good relations among men
Christianity, the Bible
physics, mathematics

29.14 biyʕallim-ittálaba ʕamal-ilxeer. Substitute:

Kufi script
mathematics
military training
philosophy
religion
to help the needy

religious subjects
Islamic Law
political science
engineering
to read the Quran
the use of the project

to drive cars
to write letters
prayer
Arabic literature
independence
the use of reference books

5

29.15 raasi-btiwgaʕni. Substitute:

my foot
her head
your (f) foot
his head
his hand
my hand
your (m) hand
my mouth
her mouth
her foot

29.16 ana mabsuut-inni nagaħt. Substitute:

waited
we
consulted him
they
welcomed him
she
agreed with him
I
learned it by heart
stopped
we
didn't lend him money
graduated
were accepted
found him

29.17 intašar fi-lgarn-ittaamin milaadi. Substitute:

10th century A.H.
12th century A.D.
20th century A.D.
in 1859 A.D.
in 1232 A.H.
10 years ago
in the middle ages
1st century B.C.
in 632 A.D.
before the Arab conquest
after the conquest of Egypt
5th century B.C.

29.18 huwwa ʔakbar minni-b sana. Substitute:

2 years
8 years
12 years
3 months
5 days
11 months
29 days
2 weeks
6 months
7 weeks

29.19 biyitxassasu bi-lluɣa-lʕarabiyya. Substitute:

the English language
physics
medicine
the French language
the arts
religious subjects
the sciences
engineering
the German language
history
geography
scientific subjects

Conversation

YOU CAN'T PLEASE EVERYONE

1.	kaan fii raagil xarag marra wayya-bnu. wi kaan wayyaahum ħumaar.	There was once a man who left home with his son, and they had a donkey with them.
2.	ʔaam-irraagil ʔaal li-bnu. irkab-ilħumaar ya-bni.	So the man said to his son, "You ride on the donkey, my son."
3.	ʔaam-ilwalad ʔaal l-abuu. laʔ. miš maʕʔuul ʔarkab, li ʔinni gadaʕ w-inta ʔabuuya.	The boy said to his father, "It is impossible that I ride, because I am a young man and you are my father.
4.	itfaddal-irkab ʔabl^{i} m-arkab ʔana.	You must ride before I do."
5.	ʔaam-ilʔabb^{i} ʔaal. irkab-inta ya-bni. ana ʔarkab lamma nirgaʕ ʕašaan matʕabš.	But the father said, "You ride, my son. I will ride when we return, so that I won't get tired."
6.	fa simʕ-ilwalad kalaam ʔabuu-w rikib.	Whereupon the boy obeyed his father and mounted.
7.	wi mišyu. ilwalad raakib wi-lʔabb^{i} maaši ʕala riglee gambu.	So they went along, the boy riding and his father walking beside him.
8.	ʔaamu šafuuhum naas faytiin wi ʔaalu. ʔee da. miš ʕeeb ya gadaʕ?	Some people passing by saw them and said, "What's this! Aren't you ashamed, young man?
9.	ʔuum-inzil wi xalli ʔabuuk-ilʕaguuz yirkab.	Get down and let your old father ride."
10.	ilwalad baʔa maksuuf giddan. fa nizil wi rakkib ʔabuu-w miši huwwa ʕala riglee.	The boy was very ashamed, dismounted and made his father ride while he walked.
11.	baʕd^{i}-šwayya-zyayyara gum li-šwayyit niswaan.	After a little while, they came upon a few women;

12. wi fi-lħaal-inniswaan ʔaalu. ya salaam ʕa-lʔabb^{i} da. maluuš ʔalb^{i} wala šáfaʔa.	at once the women said, "What kind of a father is this! He has no heart nor pity.
13. ixs^{i} ʕaleek ya raagil. tirkab -ilħumaar wi-txalli-bnak -ilmaskiin yitʕab? ħaraam ʕaleek.	Shame on you! You ride on the donkey and let your poor son get tired. Have you no pity? "
14. ʔaam-irraagil ʔaal li-bnu. irkab waraaya ya-bni. xalliina nirkab sawa ʔaħsan.	So the man said to his son, "Mount up behind me, my son. It's best that we ride together."
15. ya dubhum rikbu ħabba, illa-w šafuuhum-itneen ʔafandiyya.	They had just ridden a short while when two gentlemen saw them
16. ʔaamu ʔaalu. miš ħaraam tirkabu -l ħumaar-ilmaskiin da, intu litneen?	and said, "Is it not a disgrace for both of you to ride on this poor donkey?
17. yalla. waaħid minkum yinzil ħaalan, walla niddi xabar li-lbuliis.	Come now. One of you get down at once or else we will tell the police."
18. ʔaamu dool-itxaddu ʔawi-w nizlu min fooʔ-ilħumaar.	Whereupon they got very scared and dismounted from the donkey.
19. wi fidlu mašyiin sawa ʕala rigleehum, wi-lħumaar maaši ʔuddamhum faadi,	They kept on walking together, with the donkey going ahead of them unloaded,
20. liγaayit ma gum li-šwayyit talamza-mrawwaħiin-ilbeet ʔaxr-innahaar.	until they came upon a few students going home at the end of the day.
21. ʔaamu dool diħku-w ʔaalu. ʔamma šeeʔ γariib.	They laughed and said, "What a strange thing!
22. innaas mašyiin ʕala rigleehum taʕbaniin, wi-lħumaar maaši ʔuddamhum mabsuut.	The people are tired and walking, and the donkey walking happily ahead of them.

23. irkabu ya ʕúbata.	Mount up you fools."
24. fa-rragl-iltafat li-bnu-w ʔaal. walla ya-bni ʔana -ħtart.	The man turned to his son and said, "By golly, my son, I don't know what to do.
25. ħaniʕmil ʔee fi-nnaas dool-illi miš ʕawziin yisibuuna-f ħalna.	What do we do with these people who will not leave us alone.
26. rakkibtak fi-lʔawwil, wi lamma -rkibt-inta waħdak, makanuuš mabsutiin.	At first I let you ride; and when you rode alone, they were not happy.
27. nazziltak wi-rkibt-ana waħdi, baʔu zaʕlaniin.	I made you dismount, and I rode by myself. Then they became angry.
28. rikibna-ħna litneen sawa, maʕagabhumš-ilħaal.	Then both of us rode together, and this did not please them either.
29. wi lamma-nzilna-w maššeena -lħumaar diħku ʕaleena.	And when we dismounted and let the donkey go free, they laughed at us.
30. ʕawzinna niʕmil ʔee baʕd^{i} kida. nixalli-lħumaar yirkabna?	What else do they want us to do? Let the donkey ride on us?
31. aadi ħaal-iddunya. illi ʕaawiz yibsit-ilkull, yizaʕʕal -ilkull.	Thus it is with the world. He who wants to please everyone, displeases everyone.
32. laakin ʕala raʔy-ilmasal. iʕmil -ilwagb-illi ʕaleek, wala tisʔalš^{i}-f kalaam-innaas.	As the proverb says: Do your duty and pay no attention to what people say."

Grammar

A. Numerals after nouns.

ittalat kutub dool bituuʕi.	These three books belong to me.
ilkutub-ittalaata dool bituuʕi.	These three books belong to me.
ilxamastaašar kitaab dool bituuʕi.	These fifteen books belong to me.
ilkutub-ilxamastaašar dool bituuʕi.	These fifteen books belong to me.

támanu xamsa-gneeh.	Its cost is five pounds (money).
iddiini-lxamsa-gneeh dool.	Give me these five pounds.
iddiini-lginihaat-ilxamsa.	Give me the five pounds.

N30.1 Numerals may be used after as well as before nouns. In the construction numeral + noun, three through ten have different (pre-nominal) forms, and the noun is s. if the numeral is eleven or higher. If the construction is definite, only the numeral has the article (cf. Notes 6.10 and 12.3). However, in the construction noun + numeral, the counting forms of all numerals are used and the noun is p. with all numerals from three on. This construction can be only definite, and both the noun and the numeral must have the article.

Numerals with nouns of measurement and money require special attention if the numeral precedes. The counting (not pre-nominal) forms are used, and the noun is s. with all numerals including two; these nouns are not commonly used with the d. suffix. In all other details these constructions are the same as those with other nouns.

DRILLS

30.1 Repeat the following drills, using the construction noun + numeral: 6.15-16; 12.12; 12.14.

30.2 tuulu xamsa kilumitr. Substitute:

5 meters
12 kilometers
20 meters
2 kilometers
100 meters
20 kilometers
15 meters
9 kilometers
87 meters
111 meters

30.3 támanu sitta-gneeh. Substitute:

LE 10
LE 19
LE 5 1/2
LE 100
LE 1500
LE 7
LE 76
LE 153 1/2
LE 2
LE 12

B. Alternative negative constructions with free pronouns.

iħna fahmiin.	We understand.
iħna miš fahmiin.	We do not understand.
maħnaaš fahmiin.	We do not understand.
huwwa zaʕlaan.	He is angry.
huwwa miz zaʕlaan.	He is not angry.
mahuwwaaz zaʕlaan.	He is not angry.

N30.2 In addition to the use of /miš/ to negate equational sentences with free pronouns as subjects, /ma- -š/ may be used with the pronouns. The forms of the pronouns so used are given in the following table.

huwwa	mahuwwaaš
hiyya	mahiyyaaš
humma	mahummaaš
inta	mantaaš
inti	mantiiš
intu	mantuuš
ana	maniiš
iħna	maħnaaš

Table 30.1

DRILLS

30.4 Repeat the following drills, using alternative negative constructions:
5.5-7, 9-10; 10.6; 16.3.

30.5 Repeat the following drills, using alternative plural constructions (N21.5):
4.6-12; 5.3-4, 8; 6.1-3; 8.1-6, 10-11; 9.5, 16; 21.24; 23.13: 24.10; 25.15; 29.7.

OUTLINE REFERENCE GRAMMAR OF CAIRO ARABIC

This Reference Grammar is a brief statement of the grammar (phonology, morphology and syntax) of Cairo Arabic. Except for phonology, the coverage is limited to the contents of the grammar notes in the preceding lessons. Phonological details are here provided because they were not incorporated in the grammar notes.

A word of warning may be in order. Cairo is a large metropolis of some 4,000,000 population. As in any such area, variation in speech can be observed. The transcription in this book reflects what can fairly be described as the prestige usage of the majority in everyday situations. It will be so recognized and understood by all Cairenes, and by most speakers of Arabic, however much or little their speech may deviate from it.

A superimposed standard, Modern Standard Arabic, is recognized by all speakers of Arabic. Borrowings from Modern Standard Arabic and reshaping of forms and constructions under its influence may result in "exceptions" to some of the statements in this Reference Grammar. Thus unstressed long vowels (2.2-3 below) and nonelision of unstressed /i/ (2.6) may be observed. Among other differences, /ʔ/ in some words may be replaced by /q/; for example, in more formal contexts, /ʔism/ 'section' may occur as /qism/.

PHONOLOGY

1. Consonants.

	Labial	Dental	Palatal	Velar	Uvular	Pharyngeal	Glottal
Stop	b	t d		k g	q		ʔ
Spirant	f	s z	š ž		x γ	ħ ʕ	h
Nasal	m	n					
Lateral		l					
Trill		r					
Glide	w		y				

1.1 Consonant sounds. Some of the consonants of Arabic are similar to those of English and present no pronunciation problem for speakers of English. This is true of most of the labials, dentals, palatals, velars, and glottals. However, some of these and all of the uvulars and pharyngeals are unlike any in English and will hence require careful listening and practice. The only way to learn them is by imitating a speaker of Arabic.

The labials are as in English bee, fee, me, and we. Arabic /b/ has a voiceless variant before other voiceless consonants; /sabt/ 'Saturday' sounds like the last syllable of except.

The dentals are similar to English tea, dee, sea, zero, knee, lee; they are, however, articulated with the tongue tip touching the upper teeth, not the gum ridge. /l/ is always "light" or i-colored, hence never as in English feel or fool. /r/ is a trill as in Spanish or Italian. The r or English is not acceptable.

The palatals and velars are as in English she, measure, ye, key, and geese.

The voiceless uvular stop /q/ and the voiceless and voiced spirants, uvular /x ɣ/ and pharyngeal /ħ ʕ/, are unlike any consonants in English.

The glottals again present no great problem. /h/ is as in English he. However, unlike English, it occurs freely noninitially: /fíhim/ 'he understood', /nabíih/ 'intelligent'. The glottal stop occurs flanking the vowels in English exclamations such as oh oh. In Arabic it is a regular consonant and occurs freely: /ʔáfal/, /yíʔfil/ 'he locked, locks', /šúʔaʔ/ 'apartments'.

All Arabic consonants occur initially, medially, and finally, and all occur short (written with a single letter) and long (written with two letters). The /m/ in /ráma/ 'he threw' is about half as long as in /rámma/ 'he scattered'; similarly the glottal stop in /báʔa/ 'he became' and /šáʔʔa/ 'apartment'.

The consonants /q/ and /ž/ are found only in a limited number of borrowed words: /q/ in borrowings from Modern Standard Arabic and /ž/ in borrowings from various other languages. Although not written in this text, /p/ and /v/ are used by some Cairenes, especially those who also speak English and/or French, in a few borrowed words: /piyáanu/ 'piano', /vílla/ 'villa'. Other speakers replace the /p/ and /v/ in these and other such words with /b/ and /f/ respectively.

1.2 Consonant sequences. In discussing consonant sequences it is useful to recognize two classes of consonants; those which have voiceless and voiced pairs (stops and spirants) will be referred to as obstruents, and those which do not (nasals, lateral, trill, and glides) as resonants.

Single consonants occur freely in all positions in words and sentences. Sequences of identical consonants (C_1C_1) do not occur initially, but freely medially and finally. Sequences of two different consonants (C_1C_2) are rare initially (and only if the word occurs at the beginning of a sentence); further, such sequences have only /w y r/ as C_2. Hence /kwáyyis/ 'good' may so occur at the beginning of a sentence; noninitially in a sentence, after a word ending in a consonant, C_1C_2 has a vowel inserted: /kitáab kuwáyyis/ 'a good book'; and after a word ending in a vowel, C_1 is linked to the preceding vowel: /kúrsi-kwáyyis/ 'a good chair'. This is pronounced as if the words were /kúrsik/ and /wáyyis/. (The hyphen is used to show this type of linkage).

Medially and finally, C_1C_2 occurs subject to the following restrictions:

(1) No two different consonants of the group /s z š ž/ occur in sequence; of these, only sequences of identical consonants occur. This holds true within words and between words in sentences. Accordingly if C_1C_2 involving any two of these would result from a sequence of words or a stem and an affix, C_1 assimilates to C_2, becoming C_2C_2: /miš/ + /sahl/ becomes /mis sahl/ 'not easy'; /dáras/ + /ma- -š/ becomes /madaráššš/ 'he did not study'.

(2) C_1C_2 sequences of the dental and palatal obstruents /t d s z š ž/ are entirely voiced or voiceless. This applies within words and may also apply (but not regularly for all Cairenes) between words. Again C_1 assimilates to C_2, but only with respect to voice: /ʔustáaz/, /ʔasádza/ 'professor, professors' (/t/ + /z/ becomes /dz/); /sáaʕid/ + /-t/ becomes /saʕítt/ 'I helped'.

At the end of sentences, C_1C_2 sequences are subject to the following additional restrictions:

(3) Sequences of any two obstruents usually (i.e. for most Cairenes) are entirely voiced or voiceless. Here also C_1 assimilates to C_2 with respect to voice. Note that this assimilation is not shown by the transcription used in this book and that sequences like /gt/ and /kt/ at the end

of sentences are pronounced alike. (In the speech of some Cairenes this assimilation can be observed nonfinally as well as finally in sentences. There is, however, considerable variation from speaker to speaker and/or sentence to sentence.)

(4) If C_1 is a voiceless obstruent and C_2 a resonant, C_2 assimilates to C_1 with respect to voice; in this environment all resonants have voiceless variants. In the following words, the final resonants are voiceless at the end of the sentences, but not elsewhere: /litr/ 'liter', /masr/ 'Egypt', /ratl/ 'pound (weight)', /fasl/ 'class', /?utn/ 'cotton', /mašy/ 'walking'.

Sequences of three consonants do not occur in any position, within or between words in a sentence.

2. Vowels.

SHORT

	Front		Back
High	i		u
Low		a	

LONG

	Front		Back
High	ii		uu
Mid	ee		oo
Low		aa	

2.1 Vowel sounds. All of the vowels of Arabic are sufficiently similar to those of English so that they present the learner with relatively few difficulties. English has many more vowels than Arabic, and the speaker of English will hence at first hear more vowels in Arabic than the transcription distinguishes.

The short vowels /i u/ are as in English pit, put; /a/ is like the vowel of cot next to pharyngeal consonants, like a in about before the glides, and between e in pet, and a in pat elsewhere.

The long vowels (written double) /ii/ and /uu/ are similar to those of English beet and boot, and /ee/ and /oo/ to bait and boat. The main difference between Arabic and English at this point is that for most speakers of English the vowels in these words are glided; long vowels in Arabic are not glided. Arabic /aa/, like /a/, has different variants: next to pharyngeals it is like o in cot, but longer; elsewhere it is like a in bad, but again somewhat longer.

2.2 Distributional restrictions. An Arabic sentence or a word in isolation never begins with a vowel (V or VV); if no consonant is written, then /ʔ/ occurs before the vowel.

The three short vowels occur next to all consonants and sequences of consonants, finally and nonfinally in words, and stressed and unstressed. (Note, however, that when unstressed their quality does not change; they are not centralized or reduced as is common in English.)

The five long vowels occur only stressed; there is never more than one VV in a word, and VV never occurs before CC in the same word. Subject to these restrictions, long vowels occur finally and nonfinally in words and next to all consonants and sequences of consonants.

2.3 Shortening of VV. Given the restrictions (noted above) on the occurrence of long vowels, many stem + affix or enclitic constructions result in shortening of VV. Since the stress is always on the last syllable if the word ends with CC or VVC, /sáafir/ + /-t/ is /safírt/ 'I traveled', /kitáab/ + /-ha/ is /kitábha/ 'her book', and /kitáab/ + /-een/ is /kitabéen/. In terms of this alternation between long and short vowels, /i/ is the short equivalent of both /ii/ and /ee/, /u/ of /uu/ and /oo/, and /a/ of /aa/. Hence /fiil/ + /-een/ is /filéen/ 'two elephants' and /beet/ + /-een/ is /bitéen/ 'two houses'; similarly /ʔuul/ + /-ha/ is /ʔúlha/ 'tell her' and /yoom/ + /-een/ is /yuméen/ 'two days'.

2.4 Lengthening of stem-final V. Any stem-final V is lengthened before a suffix or an enclitic: /írmi/ + /-ha/ is /irmíiha/ 'throw it', /írmu/ + /-ha/ is /irmúuha/ 'throw (p) it', and /ráma/ + /-ha/ is /ramáaha/ 'he threw it'.

2.5 Addition of /i/. As noted above (1.2), a sequence of CCC never occurs. Hence if a word ending with two consonants (C_1C_1 or C_1C_2) occurs before one beginning with a consonant, /i/ is added to the former: /dars/ before /muhímm/ occurs as /dárs^{i} muhímm/ 'an important lesson'. It is useful to be able to identify this final added vowel, and therefore it is written above the line. There is, however, no difference in pronunciation between an /i/ above or on the line; /dárs^{i}/ nonfinally in a sentence and /dársi/ 'my lesson' are pronounced alike.

2.6 Elision of unstressed /i/. If a word beginning with the sequence CiCV occurs after a prefix or a word ending in a vowel, the unstressed /i/ is elided: /bi-/ + /tináam/ is /bitnáam/ 'you are sleeping', and /ilgúmla/ + /gidíida/ is /ilgúmla-gdíida/ 'the sentence is new'. Similarly, if a word ending with VCiC occurs before a suffix, an enclitic, or a word beginning with a vowel, the unstressed /i/ here also is elided: /fíhim/ + /-u/ is /fíhmu/ 'they understood', and /fíhim/ + /ilgúmla/ is /fíhm-ilgúmla/ 'he understood the sentence'. (Note that this elision does not take place if CCC would result; hence /bi-/ + /tifhámu/ is /bitifhámu/ 'you (p) understand'.)

3. Syllables. The structure of syllables in Arabic is relatively simple. Every syllable has a vowel (V or VV). In addition, every syllable has one and only one consonant before the vowel. Syllables may be open, or closed by one consonant or, at most, two consonants. A syllable may be closed by two consonants only if the vowel is short.

Types of syllables are as follows:

(a) CV (c) CVV
(b) CVC (d) CVVC (e) CVCC

Only types (a) and (b) occur freely with no distributional restrictions. Types (c), (d), and (e) occur only with stress; further, (d) occurs only finally in words and sentences and (e) only finally in sentences.

Word and syllable boundaries do not always coincide in sentences. /iddárs^{i} muhímm/ 'the lesson is important' (initial /ʔ/ is not written here) is a sequence of CVC.CVC.CV.|CV.CVCC.| with a dot marking syllable boundaries and a vertical line word boundaries. /ilgúmla-gdíida/ 'the sentence is new' is CVC.CVC.CV|C.CVV.CV.|, and /wi-zzáyyak-ínta/ 'and how are you' is CV|C.CVC.CV.C|VC.CV.|. The hyphen is used to mark word boundaries when they do not coincide with syllable boundaries.

4. Emphatics. All of the consonants and vowels occur emphatic or plain (nonemphatic). Emphasis is indicated in the transcription by a broken underscore.

In some books on Arabic, the term velarization is used. This is misleading in that emphasis includes, but is not limited to, what phoneticians call velarization. To produce the emphatic sounds, the various articulations used in producing the plain consonants and vowels are modified by the following changes in tongue and lip positions. The tongue is slightly retracted, laterally spread, and the back is raised; hence the feeling by speakers of Arabic that the tongue is "thick" and "fills the mouth". At the same time, the lips are held neutral (not spread as for the plain sounds) or slightly protruded or rounded. These articulatory features plus increased tenseness of the throat muscles combine to give the emphatics a "hollow sound".

Somewhat unsettling from the learner's point of view, but nonetheless true, is the fact that some words (in whole or in part) may occur with emphatic sounds in one sentence and with plain in another. This accounts for the alteration between emphatic and plain consonants and vowels which can be observed in the sentences in the lessons: /ilwálad tawíil/ 'the boy is tall'; /ilbínt^{i} tawíila/ 'the girl is tall'. Note, however, that the distribution of emphasis always coincides with syllable boundaries; a syllable has all or none of its sounds emphatic.

You will also notice that one speaker may say a word with emphatic and another with plain sounds. Such variation can be heard on the recordings of the conversations. This is not to suggest that it matters little whether a word is pronounced with emphatic or with plain sounds. Many words are identical except for emphasis: /seef/ 'sword', /seef/ 'summer'; /baat/ 'he spent the night', /baat/ 'armpit'; /tiin/ 'figs', /tiin/ 'mud'; /baʕd/ 'after', /baʕd/ 'some'.

For a speaker of English, the most prominent differences between sequences of plain or emphatic sounds are with the vowels. All of the emphatic vowels are slightly lower (especially the high and back) and more retracted (especially the front and low) than the plain vowels. Practice with a speaker of Arabic is the only way to learn the correct pronunciation.

5. Stress. Stress in Arabic has little differentiating function, and in the vast majority of words the penult is stressed. The distribution of stress is almost totally predictable in terms of the syllable types in the word.

(1) A word never has more than one stress, and syllables of the types CVCC, CVV, and CVVC occur only with stress. Since a word never has more than one of these types, any one of them marks the position of stress.

(2) If a word has only syllables of the types CV and/or CVC, then the penult is stressed.

If the occurrence of stress does not conform to these rules, then it is marked. There are very few such exceptions, and in almost all of them the last three syllables are CVCVCV(C). Most of these have the stress on the antepenult: /ʕáṛabi/ 'Arabic', /málika/ 'queen', /sáˀalit/ 'she asked', /itkátabit/ 'it was written'; others have the stress on the penult: /šalítu/ 'she carried it', /šafítak/ 'she saw you'. (For a somewhat different although equivalent statement of the rules regarding the distribution of stress, see N10.4)

From this point on, stress on examples is marked only if not predictable by these rules.

6. Intonation. Period, question mark, and comma are used to mark three intonation patterns which must be distinguished.

/./ represents a level pitch pattern with terminal fall. There is usually no, or only very slight, rise in pitch before the fall, and hence this pattern is significantly different from the common level-rise-fall as in English, 'The lesson is easy.' /?/ represents a level pitch pattern with a terminal rise, similar to the intonation of English yes-or-no questions, 'Is the lesson easy?' /,/ represents a pitch pattern which is level throughout, with neither rise nor fall at the end.

Period, question mark, and comma mark only different intonation patterns. Questions commonly occur with all three intonations, statements commonly only with /./ and /,/.

MORPHOLOGY AND SYNTAX

1. Word formation. N13.4

2. Free vs. bound forms. Many words in Arabic have a free (or isolable) form and a bound form. Bound forms cannot stand alone and are used only in construction with other forms. Thus the pronoun /humma/ (3 p., free form) has a bound form /-hum/: /bithum/ 'their house', /šafhum/ 'he saw them'. The

negative particle /miš/ has a bound form /ma- -š/: /miš kuwayyis/ 'not good', /mašafhumš/ 'he did not see them'. The noun /šanta/ has a bound form /šantit-/: /šantiteen/ 'two suitcases', /šantithum/ 'their suitcase', /šantit-ilbint/ 'the girl's suitcase'. The preposition /ʕala/ has a bound form /ʕalee-/: /ʕaleehum/ 'on them'.

3. Nouns.

3.1 Definiteness: N1.2-3; 3.8; 6.1, 3
3.2 Gender: N2.1; 7.2
3.3 Bound form: N6.2
3.4 Number: dual N9.3; plural N4.1
3.5 Verbal: N24.3; 26.4; 27.4; 28.4
3.6 Collective: N29.3

4. Adjectives.

4.1 Definiteness: N5.2
4.2 Gender: N2.2-3
4.3 Number: N4.2-3; 9.3; 21.5
4.4 Degree: N13.1; 27.3; 14.1
4.5 Derived: N29.2
4.6 /bitaaʕ/: N8.1; 9.3

5. Demonstratives.

5.1 Gender: N3.1
5.2 Number: N4.4; 21.5
5.3 In comparative constructions: N13.1

6. Pronouns.

6.1 Free: N5.3
6.2 Bound:
6.21 With nouns: N6.3-4; 7.1
6.22 With prepositions: N9.1; 16.2
6.23 With verbs and participles: N12.1; 13.3; 17.2
6.24 With modals: N16.1; 17.1; 18.1; 19.1; 26.1

7. *Numerals*.
7.1 Cardinals:
7.11 *One* and *two*: N15.6; 30.1
7.12 *Three* through *ten*: N6.9; 30.1
7.13 *Eleven* and up: N12.3; 30.1
7.2 Ordinals: N17.3; 18.4
7.3 Fractions and percentages: N23.4

8. *Verbs*.
8.1 Aspect: N3.4; 4.5
8.2 Tense prefixes: N7.4
8.3 Imperative: N5.6
8.4 Classes: N8.5
8.5 Derivation: N14.5
8.51 Simple stems: /katab/: N6.6; 7.3
/šaaf/: N9.4; 10.1
/ħabb/: N11.3
/rama/: N12.2; 13.2
8.52 Derived stems: /kallim/: N3.5; 4.5
/zaakir/: N5.5
/γanna/: N14.3
/naada/: N14.2
/it-/ prefix: N19.3; 20.2
/-t-/ infix: N23.2
/ista-/ prefix: N26.3
8.6 Irregular: N10.1; 15.2-5
8.7 /iwʕa/: N22.2

9. *Participles*.
9.1 Inflection: N7.7
9.2 Verbs with two participles: /katab/: N7.7; 8.3
/ħabb/: N11.3
/rama/: N12.2; 13.2
Irregular: N15.2, 4

9.3 Verbs with one participle: /šaaf/: N10.1
/kallim/: N10.2
/zaakir/: N10.2
/ɣanna/: N14.3
/naada/: N14.2
/it-/ prefix: N19.3; 20.2
/-t-/ infix: N23.2
/ista-/ prefix: N26.3
Irregular: N15.3, 5

10. Modals.
10.1 In verb phrases: N21.1
10.11 /ʕaawiz/, /naawi/, /ʕammaal/: N15.1; 16.1
10.12 /ʕala/, /nifs/, /ʔazd/: N17.1
10.13 /ʕumr/: N18.1
10.14 /yadoob/, /zamaan/: N19.1
10.15 /laazim/, /yimkin/: N21.2
10.16 /baʔa/ + /li/: N26.1
10.17 /yareet/: N27.2
10.2 With equational and /fii/-sentences: N28.2

11. Prepositions.
11.1 Group I: N8.2; 9.1; 3.7; 16.2; 25.2
11.2 Group II: N9.1; 29.2; 25.2

12. Coordinators. N5.4; 18.2

13. Subordinators.
13.1 With /ma/: N19.4
13.2 With /inn/: N22.4; 29.1
13.3 Conditional: N28.1
13.4 /wi/, /laȟsan/, /ʕašaan/, /madaam/: N24.1; 29.1

14. Quantifiers. N21.4; 22.3; 23.3; 24.2

15. Intensifiers. N20.3

16. Interrogation.
16.1 Yes-or-no questions: N2.4
16.2 Interrogatives: N8.4; 16.3-4
16.3 /huwwa/, /hiyya/, /humma/: N6.8; 12.4
16.4 Question tags: N28.3

17. Negation.
17.1 Equational sentences: N1.6; 8.2; 9.1; 30.2
17.2 Verbal sentences: N10.3; 13.3; 18.2; 21.1
17.21 Imperatives: N14.4
17.22 Modals: N15.1; 17.1; 18.1; 21.2
17.3 /fii/-sentences: N11.1
17.4 Topical sentences: N25.2
17.5 /ʔábadan/: N20.3

18. Noun phrases.
18.1 Construct: N6.1, 3; 24.2-3; 23.3
18.2 Attributive: N23.3; 8.1
18.3 Elliptic: N26.2

19. Verb phrases.
19.1 With two verbs: N19.2; 20.1
19.2 With three verbs: N21.1
19.3 Imperative: N22.1
19.4 With /kaan/: N25.1; 27.1
19.5 /xalla/, /xad/, /idda/: N23.1

20. /illi/-phrases. N9.2; 21.3; 23.3; 25.3

21. Prepositional phrases. See Prepositions.

22. Complements.

22.1 Time: N7.5-6; 8.4

22.2 Place: N8.4

22.3 Manner: N16.3

22.4 Predicate: N20.4; 24.3

23. Equational sentences. An equational sentence consists of a subject and a predicate (N1.1). The subject is a noun phrase or a free pronoun; the predicate is a noun phrase, a prepositional phrase, or a participle. /kaan/ and /baˀa/ (N9.5; 24.4) as well as some modals (N28.2) may be used in equational sentences.

24. Verbal sentences. A verbal sentence always has a verb and a bound subject (N3.3). It may also have a free subject (noun phrase or free pronoun, N3.4) and/or an object (bound or free, N12.1) and/or a complement (22. above).

Some verbs require two objects (N18.3), others an object and a predicate complement (N20.4).

25. /fii/-sentences. N11.1-2; 28-2

26. Topical sentences. N24.2; 25.2-3

GLOSSARY

The entries in this glossary are limited to the vocabulary used in the lessons. Names (personal and place) and participles (if directly relatable to verbs given in the glossary) have been omitted. English equivalents are limited to those occurring in the lessons.

The entry form of nouns and adjectives is the singular. No inflected forms other than the plural, and this only if it occurs in the lessons, are given. Nouns ending in /a/ are feminine unless identified as masculine (m); nouns ending otherwise are masculine unless identified as feminine (f).

The entry form of verbs is the 3rd masculine of the perfect. A vowel in parentheses after the verb identifies the stem class; a verb with no following vowel belongs to Class I (N8.5). Derived verb stems and verbal nouns are entered alphabetically, not by root.

For purposes of alphabetization, initial /ʔ/ and emphasis have been ignored (although written).

The order of alphabetization is: a, b, ḋ, e, f, g, h, i, k, l, m, n, o, q, r, s, t, u, w, x, y, z, š, ž, γ, ħ, ʕ, ʔ.

a

ʔaabil: to meet

ʔaadi [-lkitaab]: here is [the book]

ʔaal (u): to say, tell

  ʔaal fi nafsu: he said to himself

ʔaam (u): to get up, stand up

  ʔaam [ʔaal]: whereupon [he said]

ʔaamin: to believe

ʔaani [-ktaab]: which [book]?

ʔaas (i): to measure

ʔaasif, ʔasfiin: sorry

ʔaaxir: last

ʔábadan: never, not at all

ʔabb: father

ʔabl: before

ʔabl^{i} ma [yiigi]: before [he comes]

ʔabu-lhool: the Sphinx

ʔabyad, biid: white

ʔadab, ʔadaab: literature

ʔádabi: literary

ʔadam: foot

ʔadd: like (in size, quantity)

  ʔadd^{i} ʔee: how much, how long

ʔaddib: to punish

ʔadiim, ʔudaam: old, ancient

ʔadʕaaf: see diʕf

ʔafal (i): to close, lock

ʔafandi, ʔafandiyya: effendi, gentleman

ʔaffil: to close, lock securely

ʔafl: closing, locking

ʔagaaza, ʔagazaat: holiday, vacation

ʔagnabi, ʔagaanib: foreigner, foreign

ʔahammiyya: importance

ahoo [-lkitaab]: here is [the book]

ʔahwa: coffee

ʔakl: food, eating

ʔalab (i): to tip over

ʔalam, ʔilaam: pencil

ʔalaʕ (a): to undress, take off

ʔalb: heart
ʔalf, ʔalaaf: thousand
  [xamas] talaaf: [five] thousand
ʔaliil, ʔulaal: few, little
ʔallaah: God
ʔalláh: Golly!
ʔallaʕ: to make someone undress, take off, undress someone
ʔalmaani, ʔalmaan: German
ʔalʕ: undressing
ʔamiis, ʔumsaan: shirt
ʔamma [raagil]: what a [man]!
ʔamrikaani, ʔamrikaan: American
ana: I
ʔantara, ʔanaatir: barrage
ʔara (a): to read
ʔaraami: Aramaic
ʔarbaʕa: four
  ʔarbaʕ [kutub]: four [books]
  rubʕu [miyya]: four [hundred]
ʔarbaʕtaašar: fourteen
ʔarbiʕiin: forty
ʔard (f), ʔaraadi: land, soil
ʔariib, ʔaraayib: kinfolk, relative
ʔarra (a): to make someone read
ʔarrab min: to approach
ʔaryaaf: see riif
ʔasaar: antiquities
ʔasaawa: cruelty
ʔasad: lion
ʔasam (i): to divide
ʔásari, ʔasariyya: historical, archaeological
ʔasbaani, ʔasbaan: Spanish
ʔasfar, sufr: yellow
ʔasl: in truth, truly
ʔasli, ʔasliyya: original
ʔataʕ (a): to cut
ʔatr, ʔuturaat: train
ʔawaam: quickly
ʔawaasit ʔifriqya: central Africa
ʔawi: very
ʔawwalan: firstly
ʔawwil: first
ʔawwil-imbaariħ: day before yesterday
ʔawwil ma: as soon as
ʔawwilaani, ʔawwilaniyyiin: first
ʔawwim: to make someone get up
ʔaxdar, xudr: green
ʔaxraani, ʔaxraniyyiin: last
ʔaxx, ʔixwaat: brother
aywa: yes
ʔazdu [yiktib]: to intend [to write]
ʔazhar (i): to show
ʔazraʔ, zurʔ: blue
ʔaħmar, ħumr: red
ʔaħsan: better
  ʔaħsan-inn: it is best that
ʔaħyaanan: sometimes
ʔaʕad (u): to sit down, stay
  ʔaʕad [yiktib]: he kept on [writing], sat down [to write]
ʔaʕr: bottom
ʔaʕʕad: to make someone sit

b

baab, bibaan: door
baaʕ (i): to sell
baaʔi: remainder, balance
bádawi, badu: bedouin

badiiʕ: magnificent
badla, bidal: suit
badri: early
badu: see bádawi
baka (i): to weep, cry
bakaluryoos: bachelor's degree
balad, bilaad: country, village, city
ballaas: large pot
balžiiki, balžikiyyiin: Belgian
bana (i): to build
bantaloon, bantalunaat: pair of trousers
bara (i): to sharpen
baraamig: see birnaamig
barbari: Berber
bard: cold
bardaan, bardaniin: cold
barra: outside, abroad
basat (i): to please
bass: only
bass (u) li: to look at
baħr: sea
ilbaħr-ilʔabyad-ilmutawassit: the Mediterranean Sea
baħs, ʔabħaas: research
baʕat (a): to send
baʕd: after
baʕd: some
maʕa baʕd: together
baʕd-idduhr: afternoon
baʕdeen: afterwards
baʕd^{i} ma [yiigi]: after [he comes]
baʔa (a): to become
baʔaalu [yiktib]: to have been [writing]
beed: eggs
beeda, bidaat: egg
been: among, between
beet, biyuut: house, home
beež, beež: beige
beeʕ: selling, sale
bi: with, by means of
bi-ktiir: by far, a lot
bi-lleel: during the night, evening
bi munasba: on the occasion of
bi nafsu: by himself
bi-nnisba luh: as far as he is concerned
bi-shuula: easily
bi-ssudfa: accidentally
bi surʕa: quickly
bi-zyaada: more than enough
bi-zzabt: exactly
bi šakl [ɣariib]: in a [strange] way
bi-šweeš: slowly
bi ħasab: according to
bi ħees-inn: in such a way that
bi ʔee: with what, how
bidaal: instead of, in place of
bidaal ma [yiigi]: instead of [coming]
bint, banaat: girl
bintu: his daughter
birnaamig, baraamig: program
bitaaʕ: belonging to
bitrool: petroleum
bixlaaf: apart from, beside
biʕiid, buʕaad: far
bluuza, bluzaat: blouse
bukra: tomorrow
buliis: police

bunni, bunni: brown

burneeta, baraniit: hat

burtuʔaan: oranges

burtuʔaana, burtuʔanaat: orange

busta: mail, post office

buħeera: lake

buʕd: distance

ʕala buʕd: at a distance of

d

da (m), dool: this, that

daafi, dafyiin: warm

daar-ilkutub: the Egyptian Library

daawa (a): to treat

daaxil: within, entering

daaʕ (i): to be lost, be wasted

dafaʕ (a): to pay

daffa: bank [of a river]

daffaʕ: to make someone pay

dafʕ: paying, payment

dahab: gold

dall (i): to guide, direct

darab (a): to beat, hit

dáraga, daragaat: degree, grade

dáraga ʔuula: first class

daras (i): to study

darb: beating, hitting

darra (a): to make someone aware

darris: to teach

dars, duruus: lesson

daruuri: essential

dawa (m), ʔadwiya: drug, medicine

daxal (u): to enter

daxl: income

daxm, daxmiin: large

daxxal: to make someone enter

dayyaʔ, dayyaʔiin: narrow

daʕiif, dúʕafa: weak

daʔʔ (u) ʕala: to knock at

di (f), dool: this, that

difi (a): to become warm

diib: wolf

diin: religion

diini, diniyyiin: religious

dikha, dukham: that one

dilta: delta, Lower Egypt

dilwaʔti: now

dilwaʔti ʔahoo: right now

dinya: world

iddinya bard: it is cold

iddinya ħarr: it is hot

diraasa, dirasaat: study

diraasi: academic

diri (a) bi: to become aware of

diħik (a): to laugh

diʕf, ʔadʕaaf: (five) fold, (five) times

diʔiiʔa, daʔaayiʔ: minute

door, ʔadwaar: turn

iddoor ʕalee: it is his turn

duhr: noon

dukha (m), dukham: that one

duktoor, dakatra: doctor

dukturaa: doctor's degree

dulaab, dawaliib: cupboard, chest

dunya: see dinya

durg, diraag: drawer

duxuul: entry, entering

e

ʔee: what

ʔadd^{i} ʔee: how much, how long

bi ʔee: with what, how

ʔee-lħikaaya: what is the matter?

f

fa: whereupon, then, so

faad (i): to overflow, flood

faadi, fadyiin: empty, free, not occupied, unloaded

faat (u): to pass

[issana-lli] faatit: last [year]

[ilʔusbuuʕ-illi] faat: last [week]

faat (u) ʕala: to drop in

fadda (a): to empty

fadda: silver

faddal: to prefer

fadl, ʔafdaal: bounty

fagr: dawn

fahhim: to make someone understand

fakkar: to think, conceive of

fallaaħ, fallaħiin: farmer

falsafa: philosophy

fann: craft, art

fanni, fanniyyiin: technical

faransaawi, faransawiyyiin: French

farisi: Persian [language]

farʕ, furuuʕ: tributary, branch

farʕoon, faraʕna: Pharaoh

farʕooni: pharaonic

fasal (i): to expel

fasl, fusuul: season, chapter, class

fasl^{i} diraasi: semester

fassar: to explain

fatar (a): to break the fast

fataħ (a): to open, conquer

fatimi, fatimiyyiin: Fatimid

fattiš: to search, inspect

fatħ, futuuħ: conquest

fayadaan: flood

fayda, fawaayid: benefit, advantage

faʔiir, fúʔara: poor

feen: where

fi: in, by

fi-lmaʕaad: on time

fi-lmiyya: percent

fi-lwaʔt^{i} da: at this, that time

fi-lħaal: at once

fi nafs [-ilwaʔt]: at the same [time]

fi yoom mi-lʔayyaam: one day, once upon a time

fi ħaalu: alone, by himself

fidil (a): to remain

fidil [yiktib]: he kept on, continued [writing]

fihim (a): to understand

fii: there is, are

fiima ʕada: except for

filuus (f): money

fingaan: cup

fooʔ: above

fumm: mouth

fustaan, fasatiin: dress

fusħa: Standard Arabic

fuʔaani, fuʔaniyyiin: above, upper

g

gaab (i): to bring
gaahiz, gahziin: ready
gaamid, gamdiin: heavy, hard
gaamiʕ, gawaamiʕ: mosque
gaawib: to answer
gaay: see gayy
gaaʕ (u): to get hungry
gabal, gibaal: mountain
gadaʕ, gidʕaan: young man
gamaʕ (a): to combine
gamb: beside
gamiil, gumaal: beautiful
gamiʕi: pertaining to a university
gamuusa: water buffalo
gamʕa, gamʕaat: university
ganna: paradise
ganuub: south
gara (a): to happen
  gara ˀee: what has happened?
garaaž: garage
garayaan: flow
garaȟ (a): to wound
gary: race, running
gawaab, gawabaat: letter
gaww: weather
gayy, gayyiin: coming
  [issana]-lgayya: next [year]
gazma, gizam: pair of shoes
geeb: pocket, bag
giddan: very
gidiid, gudaad: new
gih (ir): to come
gild: leather
gineeh, ginihaat: Egyptian pound (LE)
gineena, ganaayin: garden, park
giri (i): to run
gumhuriyya, gumhuriyyaat: republic
gumla, gumal: sentence
gumʕa: see yoom
gurnaal, garaniil: newspaper
guwwa: inside, in
guɣrafya: geography
guʕaan, guʕaniin: hungry

h

haagir: to migrate
haayil, hayliin: large, great
haddid: to threaten
hagam (i): to attack
handasa: engineering
hanna (a): to congratulate
haram, ˀahraam: pyramid
hayˀa, hayˀaat: corps
higra: migration
higri: A.H.
hina: here
hinaak: there
hirib (a): to run away, escape
hiyya: she, it (f)
humma: they
huwwa: he, it (m)

i

ibtada (i): to begin
ˀibti, ˀaˀbaat: Copt, Coptic
ˀibtidaaˀi: elementary, beginning

idda (ir): to give
  idda xabar: to tell, inform
ʔidir (a): to be able to
iftakar (i): to think, reckon
ʔigbaari: compulsory
igtamaʕ (i): to confer, meet
ʔihda: Well!
ihtamm^{i} bi: to be interested in
ihtimaam: interest
ʔilaah: god
ilfaatiħa: the opening chapter of the Quran
illa: except
illi: who, which, that
illilaadi: tonight
ilmaɣrib: Morocco
iltafat (i): to turn around
ʔimaan: faith
imbaariħ: yesterday
  imbaariħ bi-lleel: last night
imma...ʔaw: either...or
imta: when
imtadd: to stretch
ʔimtiħaan, ʔimtiħanaat: examination
in: if
ʔingiliizi, ʔingiliiz: English
ʔinn: that
  ʔaħsan-inn: it is best that
  ka ʔinn: as if
  li ʔinn: because
  maʕ-inn: although
innaharda: today
innama: however
inta: you (m)
intaha (i): to end
intaxab (i): to elect
intašar (i): to spread
inti: you (f)
intu: you (p)
ʔinšaaʔ-allaah: I hope to
ʔiraaya: reading
irtafaʕ (i): to rise
irtifaaʕ: rise, height
iskandaraani: Alexandrian
iskindiriyya: Alexandria
ʔislaam: Islam
ʔislaami: Islamic
ʔism: name
issaʕiid: Upper Egypt
issiin: China
istaad: to hunt, catch fish
istabdil: to exchange
istafhim: to inquire
istalaf (i): to borrow
istalam (i): to receive
istamarr (i): to continue
istanna: to wait
istaxrag: to extract
istašaar (i): to seek advice
istaɣrab: to be very surprised
istaħamma: to bathe, swim
istaħla: to consider nice
istaʕaan (i): to seek assistance
istaʕadd (i): to get ready
istaʕgil: to hurry
istaʕmil: to use
istaʔaal (i): to resign
istaʔall (i): to become independent
istaʔbil: to welcome
istaʔzin: to ask permission

ʔiswid, suud: black
istiʔaala: resignation
istiʔbaal: welcome
istiʔlaal: independence
itfaddal: please, go ahead
itfarrag: to see, sight see
itfarraʕ: to be divided
itfassar: to be interpreted
itfassaħ: to look around
ithayyaʔlu: it seemed to him
itkallim: to speak
itmašša: to take a walk
itnaašar: twelve
itnaaʔiš: to discuss, argue
itnafax (i): to be proud
itneen: two
itsamma: to be called, be named
ittabaʕ (i): to follow
ittafaʔ (i): to agree
ittiħaad: union
  ilʔittiħaad-issufyeeti: the Soviet Union
itwazzaf: to be employed
itwazzaʕ: to be distributed
itxaaniʔ: to quarrel
itxadd: to get scared
itxarrag: to graduate
itxassas: to specialize
itɣadda: to have lunch
itɣayyar: to be changed, change
itħassin: to improve
itʕallim: to learn
itʕayyin: to be appointed
itʕašša: to have dinner
itʕaššim: to hope

itʔabal (i): to be accepted
itʔassis: to be founded
itʔaxxar: to be late
iwʕa: make sure, be sure, be careful, watch out
ixsi ʕalee: shame on him
ixtalaf (i) ʕan: to differ
ʔiyaas: measurement
iza: if
ʔizaaʕa: broadcasting station
izdaħam (i): to be crowded
izzaay: how
išmiʕna kida: how come?
ʔišraaf: supervision
ištaal: to carry
ištara (i): to buy
ištaɣal: to work
iššahatteen: the Muslim creed, the two testimonies
iššariiʕa: Islamic Law
iħna: we
iħtaag: to need, be in need
iħtaal: to play a trick
iħtaar: to be perplexed
iħtafal (i): to celebrate
iħtafaz (i) bi: to keep
iħtaram (i): to revere
iħtifaal, iħtifalaat: celebration
ʔiʕdaadi: preparatory, Junior High
iʕtabar (i): to consider
iʕtamad (i): to depend on
iʕtazar: to apologize, decline

k

kaam: how much, how many
kaan (u): to be
kaatib, kátaba: clerk, scribe
kabb (u): to spill
kabbar-ilmasˀala: to make a big fuss
kafa (i): to be enough
kahraba: electricity
kahrabaaˀi: electric
kal (ir): to eat
kalaam: words, speech
kallim: to speak to someone
kamaan: in addition, as well
kammil: to complete, continue
kammiyya, kammiyyaat: amount
karakoon: police station
kasaf (i): to embarass, shame
kasar (a): to break
kassar: to smash
katab (i): to write
kattar xeerak: many thanks
kattib: to make someone write
kawa (i): to iron
kawy: ironing
ka ˀinn: as if
kida: so, this way
kibiir, kubaar: big, old (of persons)
kibir (a): to grow
kifaaya: enough
kilma, kalimaat: word, vocabulary
kiniisa, kanaayis: church
kitaab, kutub: book
  ilkitaab-ilmuˀaddas: the Bible
kitaaba: writing
kitiir, kutaar: much, many
  bi-ktiir: by far, a lot
kull: every, all
kulliyya, kulliyyaat: college
kulliyyatan: completely
kursi, karaasi: chair
kuufi: Kufi
kuwayyis, kuwayyisiin: fine, good

l

laakin: but
laa...wala: neither...nor
laazim: must
laaʕib: to amuse someone
labbis: to dress someone
lahga, lahgaat: dialect
lamma: when, until
larbaʕ: see yoom
latiif, lutaaf: pleasant
latiini: Latin
law: if
laziiz: enjoyable, delicious
laȟm: meat
  laȟma: a piece of meat
laȟn: tune
laȟsan: otherwise, since, lest
laˀ: no
laˀa (a): to find
lee: why
leel: night
  leela, layaali: night
  bi-lleel: at night
li: to, toward, on behalf of
  li waȟdu: by himself
  li ˀinn: because

libis (i): to get dressed, put on
libs: dressing, clothing
lissa: not yet, still
litneen: see yoom
liɣaayit: until
liɣaayit ma [yiigi]: until [he comes]
loola: were it not for
loon, ʔalwaan: color
lukanda, lukandaat: hotel
luɣa, luɣaat: language
luʔma, luʔam: mouthful, bite

m

ma been: varying between
maal, ʔamwaal: possessions
maat (u): to die
mablaɣ, mabaaliɣ: sum of money
mabna (m), mabaani: building
mabsuut, mabsutiin: happy
mada (i): to sign
madaamu [katab]: because, since he has [written]
madda, mawaad: subject, course
madiina, mudun: city
  ilmadiina: Madina
madrasa, madaaris: school
maggaani: free of charge
magmuuʕa: collection
makaan, ʔamaakin: place, site
maktab, makaatib: desk, office
maktaba, maktabaat: library
mala (a): to fill
  mala-ssaaʕa: to wind the watch
malaak, malayka: angel
malayki: angelic
manaʕ (a): to prevent, forbid
mandiil, manadiil: handkerchief, scarf
mantiʔa, manaatiʔ: strip of land
manʕ: prevention, forbidding
margiʕ, maraagiʕ: reference
markaz, maraakiz: center, position
marra: once
marħala, maraaħil: stage, level
masaafa, masafaat: distance
masal, ʔamsila: proverb
másalan: for example
masiiħi, masiħiyyiin: Christian
maskiin, masakiin: poor
masr (f): Egypt, Cairo
  masr-ilgidiida: Heliopolis
  masr-ilʔadiima: Old Cairo
masri, masriyyiin: Egyptian
masʔala, masaaʔil: problem
matar, ʔamtaar: rain
mattar: to rain
matħaf, mataaħif: museum
mawduuʕ, mawadiiʕ: subject, project
mawluud: born
maxtuut, maxtutaat: manuscript
mayya, miyaah: water
mašruuʕ, mašariiʕ: project
mašy: a walk, walking
mašɣuul, mašɣuliin: busy
  mašɣuul ʕala: worried about
mažisteer: Master's degree
maɣrib: sunset
  ilmaɣrib: Morocco
maħaddiš: no one

maħalli, maħalliyyiin: local
maħatta, maħattaat: station
maħfaza, maħaafiz: wallet
maʕ-inn: although
maʕa: with
  maʕa baʕd: together
  maʕa-lʔasaf: sorry
  maʕa-ssalaama: goodbye
maʕaad, mawaʕiid: appointment
  fi-lmaʕaad: on time
maʕbad, maʕaabid: temple
maʕhad, maʕaahid: institute
maʕiiša: living
maʕna, maʕaani: meaning
maʕrad, maʕaarid: fair
maʕrudaat: exhibits
maʕʔuul: reasonable, possible
maʔbara, maʔaabir: tomb
midaan, mayadiin: square
miin: who
miina (m), mawaani: port
milaad: birth
milaadi: A.D.
milyoon: million
min: from
  min giha: on the one hand
  min giha tanya: on the other hand
  min-ilmuħtamal: it is possible
  min waʔtaha: from then on
  min šuwayya: a little while ago
  min γeer: without
  min ħaʔʔ^{i} wi ħaʔiiʔ: indeed, truly
min γeer ma: without
minabbih: alarm clock
minħa, minaħ: grant, fellowship
minʔaar: beak
miraatu: his wife
misaaʔan: P.M.
misik (i): to take hold of, grasp, catch, arrest
mitgawwiz, mitgawwiziin: married
mitnaʔʔil, mitnaʔʔiliin: nomadic
mitʕallim, mitʕallimiin: educated
mixalfa, mixalfaat: fine
miyya: hundred
  fi-lmiyya: percent
miš: not
miši (i): to go, walk
miγayyim: cloudy
miħtaag, miħtagiin: needy
miʕaawin: (police) officer
miʔaddin: muezzin
miʔyaas, maʔayiis: gauge
moot: death
mooz: bananas
  mooza, muzaat: banana
mudarris, mudarrisiin: male teacher
mudarrisa, mudarrisaat: female teacher
mudda: period of time, a long time
mudiir, mudiriin: director
mufiid, mufidiin: interesting
muhimm, muhimmiin: important
mumkin: possible
mumtiʕ: enjoyable
munasba, munasbaat: occasion
  bi munasba: on the occasion of
musaʕda: help, helping
muslim, muslimiin: Muslim
mustawa (m): level
mustaħiil: impossible

mustaʕmal, mustaʕmaliin: used
mutazaayid: increasing
mutaʔakkid, mutaʔakkidiin: certain, sure
muulid-innabi: the birthday of the Prophet Muhammad
muwaslaat: communication
muzakra: studying
muzdaħim: crowded
muštarak: common
muħaddad: fixed
muħadra, muħadraat: lecture
muʕaddal: average
muʕallim, muʕallimiin: teacher
muʕamla: treatment, dealing
muʕtadil: moderate
muʕzam: most
muʔabla, muʔablaat: interview, act of meeting
muʔaddab, muʔaddabiin: polite
muʔaddas: holy
muʔaxza: blame
  la muʔaxza: pardon, excuse me

n

naada (a): to call
naam (ir): to sleep
  naam ʕand: to stay with
naar (f): fire
  innaar: hell
naas: people
naawi [yiktib]: to intend [to write]
naazir, nuzzaar: principal
naaʔiš: to argue, discuss
nabaaha: intelligence
nabi, ʔanbiya: prophet
nabiih, núbaha: intelligent
nadah (a): to call
nafs: same
  bi nafsu: by himself
  fi nafs [-ilyoom]: on the same [day]
  fi nafsu: to himself
nagaħ (a): to pass, succeed
nagaaħ: success
nahaar: day
  nahaarak saʕiid: good day!
nahr, ʔanhaar: river
natiiga: result
nawwar: to brighten
názari: theoretical
nazzam: to regulate, organize, plan
nazzil: to bring down
našar (u): to publish, spread
našr: publication, spreading
naʕsaan, naʕsaniin: sleepy
naʔal (i): to transfer
naʔʔa (a): to choose
nifiʕ (a): to succeed
nifsu [yiktib]: to long to [write]
nihaaya: end
nihaaʔi: final
nimra, nimar: number, grade
nisi (a): to forget
niswaan: women
nizil (i): to go down
  nizil fi [lukanda]: to stay in a [hotel]
  nizil ʕala: to be revealed to
noom: sleep
nooʕ, ʔanwaaʕ: type, kind

nufuuz: influence
nuss: half
nusxa, nusax: copy
nuur, ?anwaar: light
nuzuul: going down

o

?ooda, ?uwad: room
ʔool: saying

q

qaaʔid: general (military)
qarn: century
qawmi: national
qism: section
quwwa / quwa: power, strength

r

raabiʕ: fourth
raagil, riggaala: man
raas (f): head
raas-issana: New Year's day
raaħ (u): to go
rabba (a): to raise, discipline, train
rabiiʕ: spring
radd (u) ʕala: to answer
raga (m): favor
raggaʕ: to return something
rakan (i): to lean, set aside
rakkib: to make someone mount
rama (i): to throw
ramma: to scatter
ramy: throwing
rasmi, rasmiyyiin: official
rasuul, rusul: messenger
rattib: to put in order, straighten
rawaaħ: going
rawwaħ: to go home
rayy: irrigation
rašiid: Rosetta
raʔiis, rúʔasa: leader, president
raʔiisi: main
ridi (a) bi: to accept
rigiʕ (a): to return from
rigl (f), rigleen: foot
riif, ʔaryaaf: country, rural area, village
rikib (a): to ride, board
rixiis, ruxaas: inexpensive
riyaada: mathematics
riħla: trip
riʔaasa: presidency
rubʕ: quarter
rukn, ʔarkaan: pillar, tenet
rukuub: riding, boarding
rusaas: lead

s

saab (i): to leave
saabiʕ: seventh
saadis: sixth
saafir: to travel
saakin, sukkaan: inhabitant
saaliħ, salħiin: good
saam (u): to fast
saatit: sixth
saawa (a): to arrange
saayim, saymiin: one who fasts

saaħib, ʔasħaab: friend
saaʕa, saʕaat: hour, watch
saaʕid: to help
saaʕit ma: at the time that
saaʔ (u): to drive
sabaaħ-ilxeer: good morning
sabaaħan: A.M.
sabaʕtaašar: seventeen
sabb (u): to flow
sabbib: to cause
sabt: see yoom
sabʕa: seven
  sabaʕ [kutub]: seven [books]
  subʕu [miyya]: seven [hundred]
sabʕiin: seventy
sadd: dam
sadd (i): to block
  sadd^{i} ħaaga: to meet the need
safar: trip, traveling
sahar: staying up
sahl, sahliin: easy
sakan (i): to live, dwell
sala: prayer
  salaat-ilgumʕa: Friday prayers
salaam: peace
salaama: safety
  maʕa-ssalaama: good-bye
salla (a): to pray
sallif: to lend
sallim: to deliver
sallim ʕala: to greet
sama: sky
samak: fish
  sámaka, samakaat: fish
samaħ (a): to allow, let
samma (a): to name
sammaʕ: to recite, let someone hear
sana, siniin: year
sánawi: annual, secondary, Senior High
saqaafa: culture
saqaafi: cultural
saraʔ (a): to steal
sariiʕ, sariʕiin: fast
satr, ʔastur: line
  [xamas] tustur: [five] lines
sawa: together
sawra: revolution
sawwaaʔ, sawwaʔiin: driver
saydala: pharmacy
sayyaad, sayyadiin: hunter, fisherman
saħaafa: the press
saħiiħ: true, correct
saħra: desert
saħħ: right
saħħa (a): to wake someone up
saʕb, saʕbiin: difficult
saʕiida: hello, good-bye
saʔa (i): to give to drink, to water
saʔal (a): to ask
seef: summer
siggaada: rug, carpet
sihir (a): to stay up, stay awake
siliħ (a): to be usable
simin (a): to grow fat
simiʕ (a): to hear
  simiʕ kalaam: to obey
sinaaʕi: man-made
sinn: age
sitt (f), sittaat: woman
  issitt^{i}-btaʕtu: his wife

sitta: six
sitt [kutub]: six [books]
suttu [miyya]: six [hundred]
sittaašar: sixteen
sittiin: sixty
siwaaʔa: driving
siyaasa: politics, policy
siyaasi: political, diplomatic
sihi (a): to wake up
soom: fasting
soot, ʔaswaat: voice, noise, sound
subħ: morning
subʕ: one seventh
sukkar: sugar
suts: one sixth
suuf: wool
suura, suwar: a chapter in the Quran
suuʔ: market
suɣayyar, suɣayyariin: young, small
suħuur: the last meal before the fast
suʔaal, ʔasʔila: question

t

taabiʕ li, tabʕiin: associated with
taagir, tuggaar: merchant
taalib, tálaba: student
taalit: third
taamin: eighth
taani, tanyiin: second, other
taani: again
taar (i): to fly
taasiʕ: ninth
tabiiʕa: physics
tabʕan: of course
tadriib: training

tafa (i): to put out, extinguish
talaaf: see ʔalf
talaat: see yoom
talaata: three
talat [kutub]: three [books]
talat tirbaʕ: three fourths
tultu [miyya]: three [hundred]
talab (u): to ask for, order
talab: a demand, asking
talatiin: thirty
talattaašar: thirteen
tamaam: perfect
taman, ʔatmaan: price
tamaniin: eighty
tamantaašar: eighteen
tamanya: eight
taman [kutub]: eight [books]
tumnu [miyya]: eight [hundred]
tamm (i): to complete, be realized
tamriin, tamariin: exercise, drill
tamy: silt, mud
tantaawi: from Tanta
tanziim: organization, regulation
tarabeeza, tarabizaat: table
tarbiya: educating, education
targama: translating, translation
targim: to translate
tariix: history
tariixi: historical
tariiʔ, turuʔ: way, street, road
tarkiib: construction
tawiil, tuwaal: long, tall
taxassus: concentration, specialization
taxziin: storage
tayyaara, tayyaraat: airplane

tayyib: fine, O.K.

tazkara, tazaakir: ticket

taħakkum: control

taħt: under, underneath

taʕaala: imperative of /gih/

taʕab: tiredness

taʕbaan, taʕbaniin: tired

taʕdiya: crossing

taʕlab: fox

taʕliim: education, teaching

taʔriiban: about, almost

taʔs: weather

tibb: medicine

tigaara: commerce

tigaari: commercial

tiliʕ (a): to go up, climb

tilmiiz, talamza: student, pupil

tilmiiza, tilmizaat : female student

tilt: one third

tirbaʕ: see talat tirbaʕ

tisəʕtaašar: nineteen

tisʕa: nine

  tisaʕ [kutub]: nine [books]

  tusʕu [miyya]: nine [hundred]

tisʕiin: ninety

tiyyaam: see yoom

tiʕib (a): to become tired

tumn: one eighth

turki, ʔatraak: Turkish

tusʕ: one ninth

tuul: length

  tuul [-issana]: throughout [the year]

  tuul-innahaar: all day long

  ʕala tuul: immediately

tušhur: see šahr

tuħfa: masterpiece

u

ʔuddaam: in front of

ʔugra: fee

ʔummi: illiterate

ʔunsul: consul

ʔunsuliyya: consulate

ʔurayyib, ʔurayyibiin: near

ʔusaad: facing

ʔusayyar, ʔusayyariin: short

ʔusbuuʕ, ʔasabiiʕ: week

ʔustaaz, ʔasadza: professor

ʔutn: cotton

ʔutubiis, ʔutubisaat: bus

ʔuuta: tomatoes

  ʔutaaya, ʔutayaat: tomato

ʔuwwa: force

ʔuxt (f), ʔixwaat: sister

ʔuʕaad: sitting, staying

w

waadi: valley

waagib, wagibaat: assignment, duty

waasiʕ, wasʕiin: wide, extensive

waaħid: one (1)

wadda (a): to take, transport

wafaaʔ-inniil: the cresting (fulfilling) of the Nile

wagaʕ (a): to hurt

wagaʕ: pain, hurting

wagh^{i} baħri: Lower Egypt

wagh^{i} ʔibli: Upper Egypt
wakkil: to give someone to eat, feed
wala: nor
walad, ʔawlaad: boy
walla: or
walla: by golly!
wallid: to generate, produce
wara: behind
waraʔ: paper
  wáraʔa, waraʔaat: a piece of paper
warra (a): to show
warraani, warraniyyiin: behind, rear
wassal: to take someone to his destination
waxri: late
waʔt, ʔawʔaat: time
  fi-lwaʔt^{i} da: at this, that time
  min waʔtaha: from then on
waʔʔaf (a): to stop, stop someone
wi: and, as, while
w-inta maalak: it's none of your business
wisil (a): to arrive
wizaara: ministry
wiħiš, wiħšiin: bad, ugly
wiʔif (ir): to stop, stand
wiʔiʕ (ir): to fall
wuguud: presence
wuʔuuf: standing

x

xaaf (ir): to be afraid
  xaaf min: to be afraid of
  xaaf ʕala: to be concerned about
xaalis: not at all, completely
xaamis: fifth
xaas, xassa (f): private
xabar, ʔaxbaar: news, information
xabbar: to inform
xad (ir): to take
xaddaam, xaddamiin: servant
xafiif, sufaaf: light (in weight)
xalaas: (it's) finished
xaliifa: Caliph
xalla (a): to let, make
xamastaašar: fifteen
xamiis: see yoom
xamsa: five
  xamas [kutub]: five [books]
  xumsu [miyya]: five [hundred]
xamsiin: fifty
xarag (u): to go out
xarrag: to make someone go out
xatt: writing, script
xawwif: to frighten
xazzaan: reservoir
xazzin: to store
xašab: wood
xeer: good, well being
xisba: fertile
xoof: fear
xums: one fifth
xuruug: going out, exit
xusaara, xasaayir: loss, damage
xusuusan: especially

y

yadoobu [katab]: to have just
[written]
yahuudi, yahuud: Jew
yalla: come now!
yalla biina [niktib]: let us [write]
yareet: I wish
ya salaam: do tell!
ya siidi: my good man!
yatara: I wonder
yaʕni: that is
yimkin: may
yisaawi: equals (=)
yizhar: it seems
yoom, ʔayyaam: day
[xamas] tiyyaam: [five] days
yoom-ilgumʕa: Friday
yoom-ilxamiis: Thursday
yoom-ilȟadd: Sunday
yoom-issabt: Saturday
yoom-ittalaat: Tuesday
yoom larbaʕ: Wednesday
yoom litneen: Monday
fi yoom mi-lʔayyaam: one day, once
upon a time

z

zaad (i): to increase
zaakir: to study
zaar (u): to visit
zaaʔid: plus
zamaan: a long time ago
zamaanu [katab]: he must have [written]
zaraʕ (a): to cultivate
zariif, zuraaf: nice, pleasant
zayy: like, as
zaʕlaan, zaʕlaniin: angry
zaʔʔ (u): to push
zika: tithing
ziraaʕa: agriculture
ziraaʕi: agricultural
ziyaada: increase
bi-zyaada: more than enough
ziyaara, ziyaraat: visit

š

šaaf (u): to see
šaal (i): to carry
šaami, šawaam: Syrian
šaariʕ, šawaariʕ: street, road
šaatir, šatriin: clever
šabah (i): to resemble
šabbaʕ: to satisfy someone's
hunger
šáfaʔa: mercy, pity
šagar: trees
šágara, šagaraat: tree
šahaada: testimony, certificate
šahad (a): to testify
šahr, ʔašhur: month
[xamas] tušhur: [five] months
šahri: monthly
šakar (u): to thank
šamaal: north
šamal (i): to include
šanta, šunat: bag, purse,
briefcase, suitcase
šarrab: to make someone drink

šarʔ: east
  iššarʔ-ilʔawsat: the Middle East
šayyil: to load, make someone carry
šaʔʔa: apartment
šeel: carrying
šeeʔ γariib: strange thing
šibh^i gaziira: peninsula
šibiʕ (a): to have eaten enough
šidiid, šudaad: heavy, strong
širib (a): to drink
širka, šarikaat: company
šita (m): winter
šitwi: wintry
šubbaak, šababiik: window
šukr: thanks
šurb: drinking
šuwayya: a bit, a little
  min šuwayya: a little while ago
  šuwayya-zγayyara: a little bit
šuγl: work

ž

žakitta, žakittaat: jacket

γ

γaab (i): to be absent
γaali, γalyiin: expensive
γaamiʔ, γamʔiin: dark
γaaz (i): to make someone angry
γada (m): lunch
γadab: anger
γadd: tomorrow
γalab (i): to defeat
γalat: wrong, mistake
γaltaan, γaltaniin: mistaken
γani, ʔaγniya: rich
γanna (a): to sing
γarb: west
γariib, γúraba: strange
γawiit: deep
γayban: by heart
γazaal: gazelle
γašiim, γušm: simpleton
γidib (a): to become angry
γiyaab: absence
γuraab: crow

ħ

ħaadir: at present, currently
ħaaga: something, anything, need
ħaal: condition
  fi-lħaal: at once
  fi ħaalu: alone, by himself
ħaalan; immediately
ħaali: present, currently available
ħaama (a) ʕan: to defend
ħaawil: to try
ħabas (i): to imprison
ħabb (i): to love, like
ħabba: a short while
ħabba, ħabbayaat: grain of, kernel
ħabbib: to endear oneself
ħadd: anyone, someone
ħadd: see yoom
ħadd, ħuduud: border
ħadiid: iron
ħadiis: new, modern
ħafaz (a): to memorize

ħagar, ħigaara: stone
ħagg (i): to go on a pilgrimage
ħaka (i): to tell a story
ħakiim, húkama: wise
ħalaʔit-ittisaal: link
ħaliyyan: now
ħall (i): to solve
ħall (i) maħall: to replace
ħamaama: pigeon
ħamd: praise
ħaraam ʕaleek: you have no pity
ħaraami, ħaramiyya: thief
ħaraara: temperature
ħarf, ħuruuf: letter (of the alphabet)
ħariir: silk
ħarr: heat, hot
ħarraan, ħarraniin: hot
ħasab (i): to consider, reckon
ħatt (u): to place, put
ħatta: even, as well as
ħawaali: about
ħawaleen: around
ħawwil: to make into, change into
ħayaa: life
ħayy, ʔaħyaaʔ: section
ħaʔʔ: truth
ilħaʔʔ^{i} ʕalee: it is his fault
kullu-lħaʔʔ^{i} ʕalee: it is all his fault
min ħaʔʔ^{i} wi ħaʔiiʔ: indeed, truly
ħaʔʔaani: honorable
ħees-inn: since, because
bi ħees-inn: in such a way that
ħidaašar: eleven
ħifz: learning by heart
ħigg: pilgrimage
ħiila, ħiyal: trick
ħikaaya, ħikayaat: story
ħikma: wisdom
ħilw, ħilwiin: sweet, beautiful
ħimaaya: protection
ħisaab: account
ħissa, ħisas: class hour
ħitta, ħitat: piece, area
ħíyali, ħiyaliyyiin: shrewd
ħukm, ʔaħkaam: regulation
ħukuuma: government
ħukuumi: governmental, state
ħumaar, ħimiir: donkey

ʕ

ʕaadil: just, fair
ʕaalam: world
ʕaali, ʕalyiin: high
ʕaam (u): to swim
ʕaamil; to deal with someone
ʕaamil, ʕummaal: worker
ʕaarid: to object, oppose
ʕaawiz [yiktib]: to want [to write]
ʕaaz (u): to need
ʕaaš (i): to live
ʕaašir: tenth
ʕaaʔil: wise
ʕabiit, ʕúbata: fool
ʕadad: number
ʕadatan: usually
ʕadd (i): to count
ʕadda (a): to cross over
ʕagab (i): to please
ʕaguuz, ʕawagiiz: old

ʕala: upon, on
ʕala buʕd: at a distance of
ʕala mahlu: carefully, slowly
ʕala tuul: immediately
ʕala γafla: suddenly
ʕalami: universal, world
ʕalašaan: in order to, because, for
ʕalee [yiktib]: it is required of him [to write]
ʕalla (a): to raise
ʕallim: to teach
ʕamal (i): to do, make
ʕamal, ʔaʕmaal: work
ʕámali: experimental
ʕamm: general
ʕamm: uncle
ʕammaal [yiktib]: [to write] all the time, continually
ʕan: about
ʕand: with, in possession of
ʕárabi, ʕarab: Arab, Arabic
ʕarabiyya, ʕarabiyyaat: car
ʕard: width
ʕariid: wide
ʕasfuur, ʕasafiir: bird
ʕaskar: soldiers, policemen
ʕaskari, ʕasaakir: policemen, soldier
ʕaskari, ʕaskariyyiin: military
ʕasr: mid afternoon
ʕasr, ʕusuur: age
ilʕusuur-ilwusta: the Middle Ages
ʕataš: thirst
ʕatšaan, ʕatšaniin: thirsty
ʕayyaan, ʕayyaniin: sick
ʕayyin: to appoint
ʕašaan: in order to, because, for
ʕašaan kida: for these reasons
ʕášara: ten
ʕeeb: shame
ʕeeš: bread
ʕibaada: worship
ʕiddit [marraat]: several [times]
ʕiid, ʔaʕyaad: feast, holiday
ʕiid-ilmilaad: Christmas
ʕiid-ilʔistiʔlaal: Independence Day
ʕiid-ilʔiyaama: Easter
ʕiid-issawra: Revolution Day
ʕiid-iššukr: Thanksgiving
ʕiid milaad: birthday
ʕiid qawmi: national holiday
ʕilba, ʕilab: box
ʕili (a): to rise
ʕilm, ʕuluum: knowledge, science
ʕilmi: academic, scientific
ʕinab: grapes
ʕirif (a): to know
ʕitiš (a): to be thirsty
ʕiša: late evening
ʕišriin: twenty
ʕumr: age
ʕumru ma [katab]: he has never [written]
ʕusuur: see ʕasr
ʕušr: one tenth